****

**CLUES Educational Enrichment Services**

**Adult ESL Program**

**Intermediate ESL / Level 2**

**Fall Term 2018 Curriculum**

***St. Paul Sept. 17 – Dec. 20***

**Fall 2018 Calendar**

|  |  |
| --- | --- |
| **Week Number** | **Date** |
| **1** | Sept 17-21 |
| **2** | Sept 24-28 |
| **3** | Oct 1-5 |
| **4** | Oct 8-12 |
| **5** | Oct 15-19 |
| **6** | Oct 22-26 |
| **7** | Oct 29-Nov 2 |
| **8** | Nov 5-9 |
| **9** | Nov 12-16 |
| **10** | Nov 19-23\* |
| **11** | Nov 26-30 |
| **12** | Dec 3-7 |
| **13** | Dec 10-14 |
| **14** | Dec 17-21 |

**\**Holidays (No classes):*** November 21-23 (Thanksgiving)

**Intermediate (*Level 2*) Curriculum Outline:**

|  |  |  |
| --- | --- | --- |
| **Dates** | **Life Skills Objective** | **Grammar Objective** |
| **Week 1** | [**Personal Information**](#personal)**:** Identify personal information on forms and documents. Ask for and share personal information. Ask for and share information about families. | • Subject Pronouns (*I, you, he, she, it, we, they*)  **•** Possessive Adjectives (*my, you, his, her, its our, their*)  **•** Descriptive Adjectives (*for people*) |
| **Week 2** | [**Time & Dates / Daily Actions**](#timedates)**:** Interpret times and dates on real-life materials. Create weekly schedules. Ask and answer questions about times, dates, actions and schedules. | • Present Tense vs. Present Continuous  • Prepositions of Time (*in, at, on*) |
| **Week 3** | [**Weather & Clothing**](#weather)**:** Identify seasons and types of weather. Identify and describe basic clothing items. Discuss what clothing to wear in different weather. | • Descriptive Adjectives (*for weather and “colors”*) |
| **Week 4** | [**Food & Restaurants**](#food): Identify foods. Categorize food based on food groups. Talk about eating habits & share food preferences. Understand how to order food in restaurants. | • Present Tense and Present Continuous   * Ordering at restaurants |
| **Week 5** | [**Housing**](#housing)**:** Identify different types of housing. Identify and describe rooms in a home. Read simple housing ads. Identify simple household problems. Write notes to a landlord. | **•** Present Tense and introduceFuture Tense  • Prepositions of Place (*next to, behind, in front of, etc…*) |
| **Week 6** | [**The City**](#city)**:** Identify name and location of places in the neighborhood. Discuss daily actions and match actions to places in the neighborhood. Describe locations using adjectives. Discuss how to get around the city. Read simple city maps. Ask for and give simple directions. Identify common traffic signs | • Prepositions of Place (*on,* *next to, behind, in front of, between, across from, on the corner of, etc…*)  • Descriptive Adjectives (*for locations)* |
| **Week 7** | **Money and** [**Shopping**](#shopping)**:** Identify American currency. Perform simple money math. Navigate simple bank transactions. Cash a check. Make a bank deposit. Correctly navigate stores and find items. Identify the price of items. Understand sales and best buys. Ask salespeople questions. Return and exchange items. | **•** Present tense  **•** Future Tense  • Comparative Adjectives (*ie: cheaper than, etc…*) |
| **Week 8** | [**Employment & Jobs:**](#employment)Identify common jobs. Match skills to jobs. Read simple job ads. Understand simple job applications. Correctly fill out simple job applications Describe current and past jobs. Read and understand work schedules and timesheets. Read and understand simple paychecks. Talk to supervisors and coworkers. Describe current and past jobs. Read and understand work schedules and timesheets. Read and understand simple paychecks. Talk to supervisors and coworkers. | • Past Tense |
| **Week 9** | [**Health**](#health) **& Medicine:** Identify parts of the body. Identify symptoms and simple health problems. Make and navigate a doctor’s appointment. Identify over the counter medication and prescription medication. Understand side effects and warnings. | • Past Tense |
| **Week 10** | [**Descriptive Writing**](#descriptivewriting)**:** Utilize vocabulary and grammar learned during the entire term to create descriptive writing projects that reflect personal opinions and views | Writing descriptions of people and places.  Review of adjectives. |
| **Week 11** | [**Reading and Writing**](#descriptivewriting) **Practice:** Reading comprehension and writing practice. | Reading comprehension: short articles and stories  Writing sentences in present, past and future tenses  Writing practice: paragraphs and essays |
| **Week 12** | [**Education**](#medicine): Identify levels of American education. Understand how navigate K12 and postsecondary environments. Compare educational opportunities. Write a personal statement. | • Clarifying Questions  • Present tense and past Tense |
| **Week 13** | **Career Development**: Make goals and plan for your career, Write a resume. Practice for a job interview. | * Past tense and Present Perfect Tense * Use of infinitives * Writing skills * Verbal skills |
| **Week 14** | **Final week:** General review, testing and Summer Term graduation | • General review |

**Textbook Abbreviation Key:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Curriculum Abbreviation:** | **Full Title of Textbook:** |  | **Curriculum Abbreviation:** | **Full Title of Textbook:** |
|  |  | |  |  | |
|  | **WL** | Word by Word - Literacy |  | **SOB** | Stand Out - Basic |
|  | **WB** | Word by Word - Beginning |  | **SO1** | Stand Out - Book 1 |
|  |  | |  | **SO2** | Stand Out - Book 2 |
|  | **LP** | LifePrints - Literacy |  | **SO3** | Stand Out - Book 3 |
|  | **LP1** | LifePrints - Book 1 |  |  | |
|  | **LP2** | LifePrints - Book 2 |  | **GAB** | Grammar in Action - Basic |
|  | **LP3** | LifePrints- Book 3 |  | **GA1** | Grammar in Action - Book 1 |
|  |  | |  | **GA2** | Grammar in Action - Book 2 |
|  | **EA1** | English in Action - Book 1 |  | **GA3** | Grammar in Action - Book 3 |
|  | **EA2** | English in Action - Book 2 |  |  | |
|  | **EA3** | English in Action - Book 3 |  | **SE1** | Survival English - Book 1 |
|  | **EA4** | English in Action - Book 4 |  | **SE2** | Survival English - Book 2 |
|  |  | |  | **SE3** | Survival English - Book 3 |
|  | **RL** | Real Life English - Literacy |  |  | |
|  | **RL1** | Real Life English - Book 1 |  | **SS1** | Side by Side - Book 1 |
|  | **RL2** | Real Life English - Book 2 |  | **SS2** | Side by Side - Book 2 |
|  | **RL3** | Real Life English - Book 3 |  | **SS3** | Side by Side - Book 3 |
|  | **RL4** | Real Life English - Book 4 |  | **SS4** | Side by Side - Book 4 |
|  |  | |  |  |  |
|  | **FL1** | Reading for Life - Book 1 |  | **LL** | Longman Literacy |
|  | **FL2** | Reading for Life - Book 2 |  |  | |
|  |  | |  |  | |

**Week 1: Personal Information- 9/17-20** ([*Return to Curriculum Outline*](#acurriculumoutline))

**Life Skills:** Sharing about self and family **Grammar:** Subject Pronouns / Possessive Adjectives / Descriptive Adjectives (*for people*)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Daily Lesson Objectives:**  *During your lesson your students will LEARN how to do the following…* | **Life Skills Activities for Practice:**  *Activities for your students to PRACTICE the skills learned…* | **Text / Print Resources:** |
| **Day 1** | **Know the name(s) of the teacher(s) and all the students in the class**  **Identify personal information asked for on simple forms** (*name, address, city, state, zip code, telephone number, ID number, etc…*)  **Identify personal information being asked for in simple forms and correctly fill out simple forms asking for personal information**  **First practice test for first week: found at the back of the binder** | Stand in a circle. Say, “My name is \_\_\_. What is your name?” Toss a ball to a student. The student answers the question, asks the question of another student and throws the ball to them. After everyone has shared their name, point to a student and ask, “What is his/her name?” Repeat.  Draw a form on the board. Ask volunteers to come up to the board and circle the place where you would put a certain type of info. (*Circle where you write your first name. Etc…*)  Write a simple story of a fictional person on the board. Have students practice filling out simple forms (*registration form*)using the fictional info. Then, give students blank forms to fill in with their own info. Pair up students and have them ask and answer questions based on the information from the form. | **EA1:** 35  **EA2:** 8  **RL1:** 10  **RL2:** 10 |
| **Day 2** | **Understand the rules for using Subject Pronouns** (*I, you, he, she, it, we, they*) **vs. Possessive Adjectives** (*my, you, his, her, its, our, their*)  **Ask and answer personal information questions using subject pronouns and possessive adjectives** (*What is your name? My name is John. How old are you? I am 25. Etc…*) | Write incorrect personal information sentences on the board (*I name is John. His name are John. I have 25 years. Etc…*). Have students identify and correct the mistakes. Discuss any confusing or difficult corrections.  Create simple interview sheets with personal info. questions. Pair students and have them interview their partners. Switch up pairs and repeat. Switch up pairs a 3rd time. Point to a student and ask the class one of the questions from the sheet. When someone answers repeat with another student. Etc…  Sit in a circle. Ask a question and throw a ball to a student. The student answers. Then they ask the question again and throw the ball to another student who answers. After 5-6 students ask and answer hold up your hands for the ball and change the question. Go several rounds with several questions.  Have a discussion about personal Educational Goals and Abilities using subject pronouns and possessive adjectives(e.g. I am good at… / My goal is…) | **EA1:** 6-9, 17  **EA2:** 2-3, 11, 16  **RL1:** 9  **SE2:** 3, 18, 24  [Simple Goals Worksheet](https://1drv.ms/i/s!AhRw4rpeX2bYjHqePrL9J5kxfMEf) |
| **Day 3** | **Identify and communicate words for family members** (*mother, father, sister, brother, son, daughter, husband, wife, parent, child, children*)  **Ask and answer questions about families using subject pronouns and possessive adjectives** (*Do you have children? I have a son. What is his name? His name is Bob. Etc...*) | Have students stand in two lines facing each other. One line asks the questions (*What is your name? & Where are you from?* ) and the other line answers (*My name is \_\_\_. & I am from \_\_\_.*). Every time the questions are asked have the asking line move down one student (*the last student will go around to the beginning of the line*) and repeat with their new partner. When students are back to original partners have the asking and answering lines switch roles and do activity again.  Make a simple family tree on the board using pictures of people. Ask students questions to help them identify the words for the different family members. Have volunteers come up to label the different family members.  Have students create own family tree and share with the class while telling about their family. Other students should ask questions to learn more about the families. | **EA1:** 30-31, 38  **RL2:** 11-12  **SO2:** 8-10 |
| **Day 4** | **Identify and communicate basic descriptive adjectives for people** (*tall, short, young, old, heavy, thin, etc…*) - Do not introduce too many! It is overwhelming!  **Ask and answer questions about self and families using descriptive adjectives** (*Do you have a sister? Yes, I have a sister. How old is she? She is 20. What does she look like? She is tall and pretty. Etc…*)  \*\* Second part of practice test for first week, to practice test taking skills (found at the back of the binder). | Show class a picture of a family. Brainstorm together words to describe the people in the family (*mother, sister, son, tall, small, red hair, etc…*). Ask a volunteer to write each word on the board as the class thinks of it. Work together to write sentences on the board for each of the brainstormed words.  Write a simple description of your own family (*I have a small family. I have one sister. She is tall. Etc…*). Have students read the description as a class. Tell students they need to ask you questions about your family based on what they read in the story. Each time a student asks a question write it on the board so all students can copy the question and the correct answer.  Have students write simple descriptions of their immediate families using descriptive adjectives to describe each member.  Divide class into pairs. Have pairs ask and answer questions about their families using the written descriptions to help. | **WL:** 52-55  **EA1:** 34  **RL2:** 3-4, 7-10 |

**Week 2: Time & Dates / Daily Actions- 9/24-27** ([*Return to Curriculum Outline*](#acurriculumoutline))

**Life Skills:** Telling time and correctly interpreting dates on calendars and schedules **Grammar:** Present Tense vs. Present Continuous / Prepositions of Time

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Daily Lesson Objectives:**  *During your lesson your students will LEARN how to do the following…* | **Life Skills Activities for Practice:**  *Activities for your students to PRACTICE the skills learned…* | **Text / Print Resources:** |
| **Day 1** | **Identify numbers used to tell time** (*1-60*)  **Identify and communicate words/phrases needed to tell time** (*clock, time, o’clock, a.m., p.m., quarter past, half past, quarter to, morning, afternoon, evening, night, etc…*)  **Identify and understand when to use prepositions of time “In” and “At”** (*At is used with times. In is used with morning, afternoon, etc…*)  **Practice test for this week** (found at the back of the binder). | Write several different numbers (*1-*60) on the board. Divide class into two teams. Each team sends a person to the board with a flyswatter. Say a number. First person to hit it with their flyswatter gets a point for their team. Loser sits down and is replaced with another member of their team.  Write times on the board in numbers and have students write them out in words on their papers. Volunteers write answers on board for whole class to check work.  Draw two clocks on board, don’t add hands. Divide class into teams. Each team sends a student up to board. Say a time. First team to draw hands wins a point. New students come up and repeat. Go until a team wins (*you decide*).  Students write and share sentences using prepositions of time. | **SE1:** 45  **EA1:** 14, 146-147  **RL1:** 46  **FL1:** 9.6-9.8  **SE2:** 16  [In/On/At Pyramid](http://i.imgur.com/ACIgxf1.jpg)  [Create Printable Calendar](https://www.timeanddate.com/calendar/create.html) |
| **Day 2** | **Speak, write and read the words for the days of the week** (*Day, Week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*)  **Speak, write and read the English words months of the year** (*Month, Year, January – December*)  **Identify and understand when to use prepositions of time “In” and “On”** (*In-months, years / On-days*) | Make flashcards for the days. Give each student a flashcard. Students must line up in correct order. Mix up cards, or give new cards, and repeat. Divide class into teams. Give each team a set of cards and have them line up in order. First team wins. Extra points for naming the missing days (*if the teams are too small for all 7 days*).   * Repeat above with flashcards for the months of the year.   Give students a calendar (*ask coordinator*). Have them find days and months. Do several different activities for this:   1. Say a date (*ie: July 7th*) and have students find the date and say what day it is (*ie: Monday*). 2. Say a holiday and ask if they know the date. Find the date and mark it. 3. Find every one’s birthdays and mark them.   Write present tense sentences about the items found in the calendars using the prepositions “In” and “On” (*Christmas is in December. Sara’s birthday is on Monday, etc…*) | **SE1:** 52  **FL1:** 8.2-8.9  [Create Printable Calendar](https://www.timeanddate.com/calendar/create.html) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Day 3** | **Identify and communicate words for common daily actions** (*wake up, eat, walk, run, drive, wash, work, wait, sit, stand, see, sleep, etc…*)  **Identify the difference between present tense** (*actions that are repeated with regularity)* **vs. present continuous** (*actions happening right now)* **when used with action words**  **Identify and communicate time, days, months, and action words in simple “real life” materials** (*community flyers, school notices, etc…*) | Play charades in teams. Write actions on slips of paper. Put in a can. Teams take turns sending a person to draw a slip of paper and do the action. Ask the team, “What is he/she doing?”. Team answers in present continuous. If right they get a point.  Have students read “real-life” materials advertising different activities to practice identifying what is happening and when it is going to happen.  Brainstorm a list of action words (*sleep, eat, go to work, go to school, etc…*). Ask students, “How often do you \_\_\_?”. Write their answers (*I eat every day. I go to school every week. Etc…*)   * Point out the way to write/say actions we are doing right now (*present continuous*) and actions we repeat (*present tense*) | **EA1:** 60-61  **RL1:** 55  [**Real-Life Examples**](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1337&authkey=!AIb52GLXPlRfKms&ithint=file%2cpdf)  [Create Printable Calendar](https://www.timeanddate.com/calendar/create.html) |
| **Day 4** | **Understand when to use present tense** (*actions that are repeated with regularity)* **vs. present continuous** (*actions happening right now)* **with action words**  **Create a weekly activity schedule and communicate activities and day/time they are done**  **Second practice test for this week** | Write a short story about a persons weekly schedule each sentence written on a different line (*On Monday, Bob works from 8:00am-5:00pm. After work he plays basketball.* *Etc…*). Cut the sentences into strips. Divide class into groups. Each group works to put the sentences in order to complete the story. Read as a class. After reading work together to fill out a weekly schedule based on the person in the story.  Give students a blank weekly schedule and have them fill it in with their own information. Pair students to ask and answer questions about their partners schedule. Switch partners and repeat. Volunteers share their schedule with the class.  Divide students into pairs. Have pairs interview each other about the frequency of actions (*How often do you\_\_\_? When do you \_\_\_? Etc…*). Split into new pairs and repeat.   * After two rounds with pairs have the whole class sit in a large circle. One student asks the question and throws a ball to the student they want to answer. Repeat… | **SO1:** 15-16  [Create Printable Calendar](https://www.timeanddate.com/calendar/create.html) |

**Week 3: Weather & Clothing- 10/1-4** ([*Return to Curriculum Outline*](#acurriculumoutline))

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Daily Lesson Objectives:**  *During your lesson your students will LEARN how to do the following…* | **Life Skills Activities for Practice:**  *Activities for your students to PRACTICE the skills learned…* | **Text / Print Resources:** |
| **Day 1** | **Speak/write/read basic weather** (*sunny, cloudy, windy, raining, snowing, foggy, hot, warm, cool, cold*) **and seasons** (*spring, summer, fall, winter*) **vocabulary**  **Match the different seasons in Minnesota with the weather that, most commonly, happens during that time of year** (*eg: Winter in Minnesota is cold and snowy. Etc…*)  **Write and share about the weather in their native countries** (*Mexico, Somalia, Laos, etc...*)  **and the weather in their new country** (*U.S.A. - more specifically Minnesota*)  **Practice Test for this week: Clothes and Weather** | Write “Weather” on the board. Have students brainstorm what other words “weather” makes them think of. Write them on the board.   * Ask the students how we can divide these words into groups. Work as a class to decide on groupings (*cold weather vs. hot weather, weather by seasons, good weather vs. bad weather, etc*) Then group the words on the board into the right categories.   Divide class into groups. Give each group a picture of a weather scene. Tell groups to write 3 sentences about the picture. When all groups are done have them exchange pictures and repeat. Have each groups write about all pictures. Hold up a picture and ask volunteers from groups to come write their sentences on the board. Class works together to fix mistakes in sentences. Repeat with all the pictures.  Sit in a circle. Turn to the student next to you and ask them to tell you a word to describe winter in Minnesota (*cold, snowy, etc..*). Ask the next student to repeat the word and add another word. The student next to them should repeat the two words and add another word. Continue all around the circle or until the students can’t remember all the words in the chain. Repeat with the other seasons. | **RL1:** 45  [Weather Flashcards](https://1drv.ms/w/s!AhRw4rpeX2bYjHdwaTVNc4Ft5I2D)  &  [Weather Scenes](https://1drv.ms/w/s!AhRw4rpeX2bYjHadb0HqHZeBEuZu) |
| **Day 2** | **Identify and communicate words for common articles of clothing** (*shirt, jacket, pants, jeans, skirt, socks, shoes, hat, etc…*) **and basic colors** (*red, blue, green, yellow, pink, black, etc…*)  **Identify the names and colors of the clothing that they, their classmates and the teachers are wearing**  **Ask & answer questions about clothing** **in present continuous** (*What are you wearing? I am wearing a red dress. What is he wearing? He is wearing a blue shirt and green pants. Etc…*) | Ask students to tell you what clothes you have on. Write their response up on the board using full sentences that start with "I am wearing...." Discuss the verb "wear" and the construction of this sentence.  Point out to them that "I wearing" is NOT a correct sentence and that "I'm" and "I am" are interchangeable.   * Ask students to write 1 sentence about what they are wearing and share with a partner.  Check to make sure everyone uses "I am wearing” correctly. Students write their sentences on the board. * Have each student write a full paragraph about everything they are wearing. As they finish, have them turn in their paragraphs to you. When everyone finishes, read each paragraph aloud and the class votes on who they think wrote it.   Make a list of clothing items (a red *skirt, a blue jacket, a yellow tie.*). Hand out scissors, paper, glue sticks, and magazines (*catalogs work well!*). In teams or individually, students find, cut out, and glue onto their paper all the items in the list. Set a time limit, or make it a race. | **SS1:** 67-68, 72, 77  **SE1:** 168-169  **WB:** 58, 60-61 |
| **Day 3** | **Identify and communicate basic descriptive adjectives used to describe clothing** (*small, big, short, long, baggy, tight, etc…*)  **Describe different pieces of clothing using colors and descriptive adjectives**  **Choose the correct clothing to be worn in different types of weather** (*rainy, snowing, cold, hot, etc…*) **and explain why that clothing is correct** | Give each student a small piece of paper. Dictate one clothing description (*a baggy shirt, a small hat, a large coat, etc…*) to each student and have them write it on their paper and then place it in a can. Model the activity by choosing a pieces of paper from the can and then drawing a picture of the description on the board while the class tries to what you are drawing. Students take turns coming up, choosing a paper, and drawing. Repeat until all students have had a turn.  Sit in a circle. Turn to the student next to you and ask them to say a piece of clothing you would wear in winter in Minnesota (*coat, boots, etc…*). Ask the next student to repeat the piece clothing and add another piece of clothing. The student next to them should repeat the two pieces of clothing and add another piece of clothing. Continue all around the circle or until the students can’t remember all the words in the chain. Repeat with the other seasons (*spring, summer, fall*) | **EA1:** 134  **WB:** 59 |
| **Day 4** | ***Review Day for clothes and weather.***  **Second part of practice test for this week.** | Watch various short clips on YouTube (see resources for ideas). Have students write down weather words that they understand while listening. After watching videos, have students share aloud what words they wrote down. In partners, have students write a script for a daily weather forecast for TV. Then have students perform for the class.  Go in a circle and have the first student share their favorite hobby. Then as a class, decide what weather is best for the hobby and what clothing is appropriate. Continue around the circle until all students have shared their hobby and ideal clothing/weather for their pastime.  Tape weather/clothing flashcards to the board. Divide the class into two teams. Have two students come up to the board and give them flyswatters. Say a vocabulary word and have students be the first to hit the correct vocab word’s picture on the board. | **SE1:** 176, 187  **SS1:** 40  [YouTube 1](https://www.youtube.com/watch?v=dBIIrO37fkk)  [YouTube 2](https://www.youtube.com/watch?v=1zhIZnnN8tY&t=0m6s)  [YouTube 3](https://www.youtube.com/watch?v=AdzJ7XfBEL8)  Weather Pictures-  see Day 1 |

**Week 4: Food and Restaurants- 10/8-11** ([*Return to Curriculum Outline*](#acurriculumoutline))

**Life Skills:** Identify foods and food groups. Understand how to order food in restaurants. **Grammar:** Present Tense

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Daily Lesson Objectives:**  *During your lesson your students will LEARN how to do the following…* | **Life Skills Activities for Practice:**  *Activities for your students to PRACTICE the skills learned…* | **Text / Print Resources:** |
| **Day 1** | **Speak/write/read words for common food items** (*bread, milk, cheese, chicken, apple, soup, rice, noodles, tomato, carrot, steak, butter, potato, etc…*) **and mealtimes** (*breakfast, lunch, dinner*)  **Identify the foods and beverages they eat and drink at different mealtimes** (*I eat eggs for breakfast. I eat pizza for lunch. I drink coffee at breakfast. I drink soda at lunch. Etc...*)  **Discuss eating habits in the United States vs. eating habits in their native countries**  **Introduce the present tense** *(emphasize that the conjugation for 3rd person singular has the “s” ending. Ex: she walks, he talks, she wears, he eats)*  **Practice test for this week** (found at the back of the binder). | Use food flash cards and ask students how to say the food in English. Go through cards a few times to work on pronunciation.. The final time, go through pictures and have students write down words. Correct spelling together.  Write a grid on the board with foods across the top and students down the side. Have a volunteer come up and ask the class if they like one of the foods, then and mark each person who likes the food with an X. Repeat with a new student until all the foods have been done. Discuss. (*How many people like apples? etc*).  Discuss food in the U.S. and food in the students’ native countries. Is it the same or different? What foods do they miss? What new foods do they love?  Write sentences about what they eat for each meal. If students need help, write starter sentences. “For breakfast, I eat…” When finished, everyone writes a sentence on the board (not their whole paragraph.) Check the sentences as a class. | **SO1:** 41-42  **SO2:** 44  [Most Common English Verbs](http://www.linguasorb.com/english/verbs/most-common-verbs/) |
| **Day 2** | **Identify food classification groups** (*fruits, vegetables, dairy, meat, drinks, desserts, etc…*)  **Talk about nutrition and understand how to make healthier food choices**  **Continue learning present tense.** | Place food flashcards on a table. Write food groups on board. Students draw a flashcard, identify the food and write it under the right group on the board. Repeat…  Make an interview sheet with food group questions (*What is your favorite fruit? What is your favorite vegetable? Etc…*). Divide class into pairs. Pairs interview each other. Switch pairs and repeat. Volunteers share their answers. After practicing these answers out loud, write questions on the board for students to answer in their notebooks. (*What is your favorite fruit? What is your favorite vegetable? Do you like dairy food? Etc…*).  Create sets of cards - ½ with pictures of food and ½ with words. Divide students into pairs or small groups. Give each pair/group a set of cards and have them play Go Fish.  Hang large sheets of paper on the walls. Label each with a food group (*fruit, meat, etc…*). Divide class into groups. Give each group a marker. Groups stand in front of a paper. Say GO. Groups brainstorm and write foods. Say MOVE. Groups move to next paper. Say GO. Groups brainstorm new foods to add to the list. Keep going until groups can’t think of anymore foods. Review each paper as a whole class and cross out any incorrect foods. | **LP1:** 136-138  **SO2:** 41-42, 50-51, 53-54  **RL3:** 63, 69  [Most Common English Verbs](http://www.linguasorb.com/english/verbs/most-common-verbs/)  **EA2:** 78-79, 87 |
| **Day 3** | **Identify common food containers found in a restaurant** (*can, bottle, cup, glass, etc...*)  **Identify the different people and things commonly found in a restaurant** (*table, chair, menu, food, waiter, busboy, cook, etc…*)  **Write and share about favorite restaurants both in the United States and their native countries**  **Continue learning present tense.** | Bring food containers to class to use as examples. Hold up a container and ask students, “What is this?” and “What do we put in a \_\_\_?” Repeat for each container.  Show class a picture of a restaurant scene. Have them work together to identify and label the various people and things they see. Discuss restaurants and going out to eat.  Read a simple story about restaurants.   1. Read the story aloud before giving students copies. 2. Ask simple comprehension questions 3. Pass out copies of story and read aloud again 4. Read a 3rd time with students repeating each sentence 5. Go around class and have each student read a sentence 6. Have pairs read story to each other 7. Ask slightly more difficult comprehension questions   Have students write their own simple story about their favorite restaurant either here or in their native country. Volunteers share their stories with the whole class. | [Clipart Restaurant Scene 1](https://thumb1.shutterstock.com/display_pic_with_logo/2304860/321199013/stock-vector-coffee-bar-coffee-shop-people-sit-in-a-cafe-and-drink-coffee-vector-illustration-in-a-flat-style-321199013.jpg)  [Clipart Restaurant Scene 2](http://comps.canstockphoto.com/can-stock-photo_csp15397278.jpg)  [Restaurant Stories](http://www.esl-lounge.com/student/reading/2r8-eating-out.php)  **EA1:** 158-159, 162  **RL3:** 59, 66-68  [Most Common Verbs](http://www.linguasorb.com/english/verbs/most-common-verbs/) |
| **Day 4** | **Read and comprehend the different parts of a restaurant menu** (*appetizer, entrée, burger, sandwich, dessert, beverage, sides, etc…*)  **Practice ordering food in a restaurant** (*use dialogues and role-play to practice*)  **Review present tense.**  **\*\*** **Second part of practice test for this week** to practice test taking skills (found at the back of the binder). | Bring example menus to the class. Have students look over the menus and identify the different categories of food (*appetizer, entrée, burger, sandwich, dessert, etc…*). Divide class into pairs. Have pairs look through a menu and find 2-3 favorite foods in each category. Volunteers share the foods they chose with the class.  Write a simple ordering dialogue on the board. Have the whole class practice the dialogue together. Have pairs practice the dialogue together. Switch pairs and practice again. Volunteers perform the dialogue for the class.  Turn the classroom into a restaurant. Have some students be waiters and some students be customers. Role-play arriving at the restaurant, being shown to a table, getting a menu, bringing drinks, taking orders, bringing food, etc… After going through the whole role-play have the students switch roles and then repeat. After two rounds discuss the role-play as a class. What did the students learn? What was hard? What was easy? | [**Chinese Restaurant Menu**](http://localmenus.co/wp-content/uploads/2013/10/menu-Bangalow-Tsangs-Chinese-Restaurant-2-of-2.jpg)  [**Restaurant Menu 2**](https://www.creative7designs.com/wp-content/uploads/2014/10/restaurant-togo-menu-graphic-design-services-02.jpg)    **EA1:** 160-161, 163  **GAB:** 123-125, 130-131  **SO1:** 45-46  **SO2:** 43, 45, 52, 58 |

**Week 5:** **Housing- 10/15-18 (**[***Return to Curriculum Outline***](#acurriculumoutline)**)**

**Life Skills:** Describe and discuss housing choices and communicate issues to a landlord **Grammar:** Descriptive Adjectives & Asking Questions

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Daily Lesson Objectives:**  *During your lesson your students will LEARN how to do the following…* | **Life Skills Activities for Practice:**  *Activities for your students to PRACTICE the skills learned…* | **Text / Print Resources:** |
| **Day 1** | **Identify and communicate different types of housing commonly found in the United States** (*house, apartment, etc…*)  **Identify and communicate words for the rooms in a house** (*kitchen, living room, bedroom, bathroom, etc…*)  **Use simple adjectives to describe a home** (*sunny, dark, clean, dirty, quiet, noisy, etc...*)  **Write simple descriptions of their dream houses using future tense** (*When I am rich I will live in a big, sunny, house. This house will have a lot of windows. Etc…*)  **Practice test for this week (Housing)** | Bring large pictures of different types of housing (*house, apartment, mobile home, etc…*) to class. Hold up a picture and ask, “What is it?” Have a volunteer come spell the word. When you have a list, discuss housing in different countries.    Write the name of a room on the board. Ask students what types of things you find in this room (*bedroom-bed, etc…*). Make a list. Repeat with the all of the basic rooms.   * Go back to the first room. Ask students to describe their perfect [*name of room*]. What does it look like? (*I want a big bedroom with a lot of light. Etc…*). Make a list of the descriptive adjectives. Repeat with each room.   Give each student an index card with an adjective. Tell them to find the person with the opposite adjective and sit with them. Tell pairs to write two sentences for each of their adjectives. Volunteers share sentences. Gather cards, mix up and hand out again. Repeat activity. Do this several times. | **EA1:** 44-47, 55  **SO2:** 66, 68, 73  **RL1:** 87-88 |
| **Day 2** | **Identify basic abbreviations commonly found in housing ads** (*apartment-apt., bedroom-br., bathroom-ba., etc..*)  **Read and comprehend simple housing ads** (*be able to answer simple questions about the ads*)  **Call a landlord and make an appointment to come see a house or an apartment** (*Hello, I want to see the house for rent. When can I come? You can come at 10:00am tomorrow. Okay. Thank you. Etc…*) | Ask students what kind of information a person can find in a housing ad. Make a list of the things students say and add any missed items. Write the abbreviation commonly used for a few items on the list next to them. Ask students if they know the others. Write what they say and fill in the blanks.  Divide students into small groups. Give each group 4-5 ads printed large on different colors of paper. Ask students a question about the ads and have groups race to find the correct color of ad (*eg:* *What ad is for a house with 3 bedrooms? – students search – The blue ad!*) Repeat with several questions…   * Give pairs real housing ads. Pairs look for 2-3 ads for homes they like, identify all abbreviations and write their meanings. Pairs choose the ad for the home they like best and write 4-5 sentences about why. Volunteers share their sentences. | **EA2:** 44-45, 48-49  **RL1:** 91  **SO2:** 62, 69-70  **FL1:** 2.2.11-2.14  **Page 13-14:** [**Housing Ads**](https://mnliteracy.org/sites/default/files/beginning_housing_week_1_of_2.pdf)  **Page 6:** [**Housing Ad Abbreviations**](http://esl.thaireformed.com/uploads/3/4/0/1/3401675/_____housing.pdf) |
| **Day 3** | **Identify and communicate words to describe basic home maintenance issues** (*The \_\_\_ is broken. The \_\_\_ is leaking. Etc…*)  **Communicate a home maintenance issues to a landlord in writing** (*notes/letters*) **and orally** (*phone dialogues*) | Write simple household problems on slips of paper and put in a can. Divide class into two teams and play Pictionary using the household problems and prompts for the drawings. Teams send up a student who draws a slip of paper, reads the word, and then tries to draw a picture on the board that makes their team guess the word. Award points for correct answers.  Write simple household problems on slips of paper and put in a can. Draw a slip and read it out loud. The whole class must work together to create a note to a landlord about that problem. After a few rounds have students move into small groups and repeat activity but with each group writing a note and then all groups sharing.   * Have students practice writing notes individually and then sharing with a partner or small group * Have pairs get together and create a dialogue for calling a landlord to deal with the problem * Pairs volunteer to act out their dialogue for the whole class. Class discusses dialogue and fixes any mistakes. | **EA1:** 44-45, 52  **EA2**: 46  **RL1:** 94  **SE2:** 128-131  [**Notify Landlord**](http://www.nc-net.info/ESL/Caldwell/Year_2/Lesson_Plans/NotifyLandlordofProblems/notifylandlordofproblems-02.php) |
| **Day 4** | **Identify and communicate important questions to ask before signing a rental agreement**  **Ask a landlord or property manager questions about a rental property** | Ask the students what kinds of questions are good to ask a landlord before signing a rental agreement. Work together as a class to make a list of common questions to ask a landlord about a house/apartment (*Does it have \_\_\_\_\_?, How much is the \_\_\_\_\_?, How many \_\_\_\_\_ does it have?, etc...*).   * Divide students into small groups. Groups rank questions in order of importance. Groups share rankings with whole class. Class discusses any disagreements in raking order. * Divide class into pairs. Pairs create a simple dialogue for contacting a landlord and asking questions about a property.     Divide class into pairs/groups. Give each pair/group a set of example housing ads. Pairs/groups should write 5 questions they would ask the landlord for each ad and practice asking and answering the questions by taking turns being the landlord and the potential renter and going through questions in a mock dialogue using the ads to show answers. | **EA1:** 48-51  **EA2**: 47, 49  **SO2:** 71  **RL1:** 92, 95-96  **RL2:** 88, 95-96 |

**Week 6: The City- 10/22-25**  ([*Return to Curriculum Outline*](#acurriculumoutline))

**Life Skills:** Identify & communicate the location & description of places around town. **Grammar:** Prepositions of Place / Descriptive Adjectives (*for locations*)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Daily Lesson Objectives:**  *During your lesson your students will LEARN how to do the following…* | **Life Skills Activities for Practice:**  *Activities for your students to PRACTICE the skills learned…* | **Text / Print Resources:** |
| **D ay 1** | **Speak, write, read words for common places in the community** (*store, hospital, bank, mechanic, post office, school, etc..*) **and match them with the actions done there** (*store – shop, school – learn, bank – get money, post office – mail a letter, etc…*)  **Ask and answer questions about when actions are done and/or places in the community are visited** (*When do you go to the bank? I go to the bank on Tuesday. When does he go to school? He goes to school at 10:00am. Etc...*)  **Practice test for this week (The City)** | Divide class into teams. Write community locations and daily actions words randomly all over the board. Give one person in each team a flyswatter. Say a word. First to hit with flyswatter gets a point for their team. Switch people and repeat.  Have students write names of community locations on pieces of paper and hang around room. Read a simple activity sentence (*I go shopping for food.*) and tell students to stand under location where it is done. Repeat several times.   * For extra fun have two students stand at the front of the room & then race to the picture after the sentence is read * Afterwards, practice writing. Say out loud a community location, and have students write the actions that are done there. *Grocery store: I buy food. Library: I use the computer.*   Create sets of cards that are ½ pictures of community locations and ½ names of the locations. Divide students into pairs or small groups. Give each pair/group a set of cards and have them play Go Fish. | **EA1:** 86-87, 90  **SO2:** 83  [**Places Flashcards**](http://www.eslflashcards.com/preview.php?id=16) |
| **Day 2** | **Identify and understand use of prepositions of place** (*in, on,* *in front of, behind, next to, across from, on the corner of*)  **Identify the location of businesses using prepositions of place** (*The library is on State Ave. The library is next to the grocery store. etc…*) | Demonstrate prepositions using 2 objects in the classroom (*eg: book and pencil*). Place the objects next to each other on the table. Ask the students, “Where is the \_\_\_?” and answer, “It is next to the \_\_\_.” Write the preposition on the board. Repeat with other prepositions.  Write each preposition on an index card. Divide class into small groups. Give each group a preposition on a card. Tell the students they have to use themselves and/or the objects in the room to demonstrate their preposition to the class. They can't say it! Have teams take turns coming up to demonstrate their preposition while the rest of the class tries to guess.  Draw a simple map on the board based on the maps in the textbooks. Ask students to write simple sentences about the locations on the map using prepositions. Give examples to help. Have volunteers share their sentences. Reverse activity by writing sentences and having students create a simple map based on the sentences. | **EA1:** 91, 103  **SO2:** 84-85 |
| **Day 3** | **Correctly use prepositions of place and directions vocabulary** (*See previous days*)  **Give & follow directions using prepositions of place and direction words** (*I am at the English school. How do I get to the library? Etc…*) | Draw a map on paper. Make several copies. Divide class into pairs. Give each pair a map. Write pairs of locations on the board. Pairs ask for and give directions from one place to another on the maps. Divide class into new pairs. Write new locations on the board. Repeat activity…  Draw a large map on the board. Write pairs of locations on pieces of paper and place in a can. Students volunteer to come up, draw a piece of paper, and give directions between the locations using the map on the board. Whole class helps if needed. Repeat several times until everyone has participated.  Have class work together to create a map of the neighborhood the school is in on the board. Divide class into groups and have each group write directions from the school to a different location. When finished groups take turns coming up to the board and reading their directions while using the map to demonstrate them for the whole class to see. | **RL1:** 18, 20-21, 24-26  **EA1:** 90-91  **SO2:** 87-89 |
| **Day 4** | **Identify and communicate basic directions vocabulary** (*go straight, go up, go down, turn right, turn left, enter, exit, stop, etc…*)  **Give & follow simple directions using prepositions of place and direction words** (*Go straight. Turn right on Chicago Avenue. Turn left on 28th Street. The store is next to the post office. Etc…*)  **Second part of practice test for this week (The City)** | Place object somewhere in the classroom and then stand in a different part of the classroom. Tell the students to give you directions to get to the object. Do exactly what they say!   * Repeat activity with students being directing each other.   Divide class into groups. Each group is given a location in the building. Groups work to write directions from the classroom to the location (Class to Bathroom, etc…). Groups exchange directions and one-by-one try to follow them exactly as written while class watches. If issues whole class discusses.  Give pairs simple maps. Write directions on board. Students look at their maps and, following directions to identify the name of start and end buildings. Repeat…  Use same maps. Write start and end buildings on board. Pairs write directions. Volunteers share directions. Repeat... | **RL1: 32, 39-41**  **SO1: 83-85, 97**  **SO2: 81, 97** |

**Week 7: Money and Shopping- 10/29-11/1** ([*Return to Curriculum Outline*](#acurriculumoutline))

**Life Skills:** Correctly navigate simple transactions with money in stores, banks andshopping **Grammar:** Present Continuous and future tense

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Daily Lesson Objectives:**  *During your lesson your students will LEARN how to do the following…* | **Life Skills Activities for Practice:**  *Activities for your students to PRACTICE the skills learned…* | **Text / Print Resources:** |
| **Day 1** | **Become familiar with different kinds of money.** *(Cash, personal check, business check, debit card, credit card.)*  **Identify and communicate names and values of American coins and currency** (*penny - $.01, one dollar - $1.00*)  **Perform simple addition and subtraction problems using money to practice adding together amounts and making change**  **Continue practicing the present continuous conjugation** (*I am buying a ca*r*, She is eating a sandwich, etc.)*  **Practice test for this week (Money and shopping)** | Have students brainstorm the different kinds of money and write ideas on the board. *(Cash, personal check, business check, debit card, credit card)* Discuss with class the different way to pay and student preferences. *Should you use cash to pay rent? Do you pay for your groceries with cash or a debit card?, etc.*  Discuss debit cards versus credit cards and interest. Use the top half of the worksheet found here:[**Credit Card Worksheet**](http://bogglesworldesl.com/ox/PersonalFinanceVocabularyCloze.doc) to practice vocabulary regarding credit cards.  Divide class into pairs. Give each pair a set of simple story problems involving money and a pile of fake money. Pairs find answers to problems using the money. Class reviews.  Place different amounts of coins into 8-10 small plastic baggies. Number each baggie. Divide students into groups. Give each group a copy of [Coins Handout](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!159&authkey=!AP3aOMP1VLs_H_c&ithint=file%2cdocx) and a baggie. One student notes the number. Another student opens the baggie, divides the coins based on type and notes how many of each. The last student counts the total amount and notes it. Groups exchange baggies. Repeat with each baggy until finished.  Practice the spelling of money vocabulary. Say various words out loud and have students practice writing. Examples: *money, dollar, coin, nickel, dime, quarter, bills,*etc.  Write on the board, “I am buying…”, “I will buy…”, and “I am going to buy…”, and ask the students if they know the difference between the sentences (*I am buying- used for actions happening right now, I will buy-will is used for future actions that are spontaneous and unplanned, I am going to buy-I am going to is used for future plans that are certain*). Repeat with new verbs. Students write their own sentences. | **EA1:** 100-102  **FL2:** 13.7-13.10  **GA2:** 82-83  [**Coins Handout**](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!159&authkey=!AP3aOMP1VLs_H_c&ithint=file%2cdocx)  [**Credit Card Worksheet**](http://bogglesworldesl.com/ox/PersonalFinanceVocabularyCloze.doc)  [**Present Continuous Worksheets**](http://www.language-worksheets.com/support-files/elementarypresentcontinuousexercises.pdf) |
| **Day 2** | **Identify and communicate words for things found in a bank** (*bank, teller, checking account, savings account, loan, deposit, withdrawal, overdraft, refund, transfer, endorse*)  **Understand the parts of a check.** *How to fill out a check, how to cash a check, uses for check instead of cash.*  **Understand how to correctly fill out a deposit slip and make a deposit and comprehend words on deposit slip** (*focus on deposits involving checks - always sign the back of the check! Vocab: Checking, Savings, account number, date, cash, checks, subtotal, etc…*)  **Continue practicing the present continuous conjugation** (*I am buying a ca*r*, She is eating a sandwich, etc.)* | Ask, “What do you write checks for?” Discuss as a class and make a list of the student’s answers on the board. Ask students, “What is a deposit?” and “How do you make a deposit?” Discuss banks and bank accounts.  Use the worksheet called “Personal Finance Vocabulary Exercises” found at [this website](http://bogglesworldesl.com/banking_lesson.htm) to practice bank vocabulary and have discussion.  Draw a large check on board. Review each section of the check and what to write there. Write a simple scenario on board (*Rent is due on May 1st. Rent is $500.00. The landlords name is Joe Boon.*). Work as a class to correctly fill out the check based on the scenario. Change scenario and repeat…  Write several short scenarios on board and tell students to correctly fill out blank checks based on the scenarios   * Make sure students know that they cannot endorse a check for a familiar member and have it cashed. For example, you cannot take your spouse’s check to the bank and sign it for them. Once it’s signed by the correct person it can be cashed.   Draw a large deposit slip on the board. Tell students a simple deposit scenario ($5 cash / 1 check for $10) and work together to correctly fill out the deposit slip. Repeat several times…   * Give students a handout with blank deposit slips to fill out along with the whole class activity. * Make sure students understand the process and would be able to tell if their teller filled out a deposit slip incorrectly.   Have class act out a bank role-play. You can play the teller and students can take turns playing the customer trying to make a deposit. Make sure to check each deposit slip for accuracy and make the customer fix any mistakes.  Remember to focus on use of future tense in role-plays. You can also use: [**Teller Roleplay**](http://bogglesworldesl.com/ox/BankDialogue.doc) as a visual/guide.  Write simple sentences in present continuous (*eg:* *My rent is due today. I am writing a check to pay for my rent.*) Help students to re-write the sentences in future tense (*eg:* *My rent is due on Friday. I am going to write a check to pay for my rent.*) | **EA1:** 107  **FL2:** 17.9-17.11  **RL:** 147  **SE1:** 239-243  [**Checkbook Lesson**](http://www.eastsideliteracy.org/tutorsupport/Math/Math_Checkbook.htm) **&**  [**Blank Checks**](http://www.eastsideliteracy.org/tutorsupport/documents/HO_PracticeChecks.pdf)  [**Deposit Slips**](http://www.eastsideliteracy.org/tutorsupport/documents/HO_DepositSlip.pdf)  [**Checking Account Lesson**](http://financeintheclassroom.org/downloads/CheckingUnitLessonPlans.pdf)  [**Checkbook Register**](http://www.eastsideliteracy.org/tutorsupport/documents/HO_CheckRegister.pdf)  [**Teller Roleplay**](http://bogglesworldesl.com/ox/BankDialogue.doc)  [**Bank Vocab Worksheets**](http://aroma.vn/tienganh/Check-your-vocabulary-for-banking-and-finance-aroma.vn.pdf)  [**Present Continuous Practice**](http://www.uhu.es/antonia.dominguez/present.pdf) |
| **Day 3** | **Saint Paul only:**  **Identify and comprehend vocabulary to discuss the price of items in sales ads** (*regular price, sale price, low price, high price, discount, % off, etc…*)  **Read and understand sales ads for various different stores and correctly calculate prices of items** (*eg:* *ABC store sells a shirt for $10.00. On Friday there will be a sale. All shirts are going to be 50% off. How much will the shirt cost?*)  **Correctly navigate interactions with salespeople** (*ask for cost of item, ask for location of item, ask for a different size/color/type, inquire about sales, etc…*)  **Practice the future tense.** *(She is going to drive to class. I will be there tomorrow.)* | **Saint Paul only:**  Bring in store sale ads. Review vocabulary needed to read them. Have students do any of the following activities:   * Write a list of simple to find items on the board (*a pair of shoes, some chicken, a radio, etc…*) and have the students look through the ads to find the items and write down the name of the store and price of the item. Review as a class. * Divide students into groups. Give each group an amount of money. Groups look through ads and try to buy as much as they can with their money (*using sales, discounts, coupons, etc…*). Groups report what they bought & how much saved. * Simple story problems using the prices from the store ads.   Write a simple shopping dialogue on the board. Read the dialogue line by line while the students repeat. You are one person from the dialogue and the entire class is the other person (*then switch*). Divide the class. Half is one person and the other half is the other person (*then switch*). Pair up class. Partners practice the dialogue together. Mix up the partners and repeat.  Change dialogue to a new scenario and repeat steps. | **EA1:** 110-111,  143  **SO1:** 53-54  **SE2:** 33-36, 40, 63-64  **RL1:** 73-74, 81-82  [**Future Tense Worksheets**](https://currikicdn.s3-us-west-2.amazonaws.com/resourcefiles/55c321a055f9b.pdf) |
| **Day 4** | **Saint Paul only:**  **Correctly navigate interactions with salespeople** (*ask for a different size/color/type, inquire about sales, express why you would like a different item - ie compare two items, etc…*)  **Understand how to correctly use comparative adjectives to compare two different things** (*items, stores, sales, etc…*)  **Compare items and stores to decide where the better deal can be found.** (*Which store has the more expensive shirt? Where can I buy a cheaper bed? Etc…*)  **Practice the future tense.** *(She is going to drive to class. I will be there tomorrow.)*  **Second part of ractice test for this week (Money and shopping)** | **Saint Paul only:**  Bring in several pictures of similar items (*three pictures of a shirt that are different sizes, colors, patterns, etc…*). Hang pictures on board. Ask students to brainstorm adjectives to describe the items (*should be review*). Introduce how to compare items to each other (co*mparative adjectives*). Have students work together to compare the items. Repeat with new pictures of different items.  Have the whole class work together to turn the classroom into a store. Choose items to sell (*you can bring items in or find things around the school*), decide on the price for each item and correctly label it, place items on tables around the “store”, set up a cashier station at the front of the “store”, and designate roles for all the students (*some should be sales associates, some should be cashiers, some should be shoppers, etc…*). Facilitate the students acting out role-plays in the “store”. Don’t have all the students acting at once. Choose groups to go through a role-play while the others watch, then switch. After several rounds have a discussion as a whole class about what was learned. | **EA1:** 136, 137  **SE2:** 37-39, 54-55, 58  **RL2:** 72-73, 78-79  [**Future Tense Practice**](http://kfrclasses.pbworks.com/f/mixed%20future%20tenses%20exercise.pdf) |

**Week 8: Employment and Jobs- 11/5-8 (**[***Return to Curriculum Outline***](#acurriculumoutline)**)**

**Life Skills:** Identifying jobs skills and searching for new jobs **Grammar:** Past Tense

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Daily Lesson Objectives:**  *During your lesson your students will LEARN how to do the following…* | **Life Skills Activities for Practice:**  *Activities for your students to PRACTICE the skills learned…* | **Text / Print Resources:** |
| **Day 1** | **Identify and communicate the words for various different jobs** (*chef, dishwasher, receptionist, cashier, teller, etc...*)  **Understand basic past tense conjugation rules** (*regular verbs get –ed and irregular verbs must be memorized from list*)  **Share about past and present jobs using correct verb forms** (*In Mexico I was a cook. Now, in Minnesota, I am a taxi driver. Etc…*)  **Practice test for this week (Employment)** | Write “Job” in the center of the board. Draw lines out from the word in a spoke pattern. Ask students to brainstorm names of jobs and spell them out as you write them on the lines. When all the lines are full point to a job and ask students to think of other jobs that go with it and explain the connection (*ie: cook – dishwasher – they both work in a restaurant*)  Bring 5-8 large pictures of people working. Hold up a picture. Ask students to identify the job (*He is a chef*) & what the person does (*He cooks food*). Repeat with each picture.   * Repeat activity. This time students write 3 sentences for each picture. Volunteers write their sentences on the board.   Use one of the activities listed in Resources ([*Past Tense Story Game*](http://litu.tu.ac.th/2012/images/litu/pdf/Teaching_Tips/Sripathum03.pdf) *&* [*Past Tense Tic-Tac-Toe*](https://1drv.ms/w/s!AhRw4rpeX2bYjH7aO2XZGDhjlzbj)) to review correct use and conjugation of the past tense. | **LP1:** 81, 84-87  **SO2:** 123-125  **EA1:** 172-173  [**Past Tense Story Game**](http://litu.tu.ac.th/2012/images/litu/pdf/Teaching_Tips/Sripathum03.pdf)  [**Past Tense Tic-Tac-Toe**](https://1drv.ms/w/s!AhRw4rpeX2bYjH7aO2XZGDhjlzbj) |
| **Day 2** | **Identify and understand abbreviations used in job advertisements**    **Read and understand job advertisements**  **Compare information in job advertisements to decide which job is better** | Write a simple, fake, job ad on the board. Use a lot of abbreviations in the ad. Ask students simple comprehension questions that involve understanding the abbreviations. Explain each abbreviation that is confusing to the students.  Bring several copies of the employment section of the newspaper. Divide the class into groups. Groups look through the ads and copy down all abbreviations they see. Class shares and creates a list on the board.  Have students write a 3-sentence ad for the job they have (or any job). Encourage them to use abbreviations as much as possible.  Create a simple grid on the board with job related categories (*job, company, pay, benefits, experience req., how to apply, etc…*) across the top. Have students copy the grid. Divide the class into pairs. Give each pair a set of fake job ads. Pairs read job ads and fill out table.   * After all pairs finish review each job ad as a whole class. Ask student volunteers to fill in the large grid on the board based on their pair work. | [**FL Jobs Pages**](https://1drv.ms/b/s!AhRw4rpeX2bYjHxxvnEo2UIdTJrs)  **(FL1:** 2.1-2.4**)**  **LP2:** 15  **SE2:** 124  **EA1:** 186  **SO2:** 126-127 |
| **Day 3** | **Correctly identify where to put information on a job application**  **Correctly fill out a simple job application** (*focus on using past tense to write about work history*) | Before class print out a blank application and fill it out with a fake person’s information. Make several copies. Give each student a copy of the completed application. Let students read through the application quietly. When all students have had time to read, ask them simple comprehension questions (*What is this person’s name? Where does this person live? Does this person have a job now? Etc…*).  Write a simple profile of a fake person on the board. Give each student a blank job application. Students work individually to fill out the blank application based on the fake person’s information. Place students in small groups & have them peer edit each other’s work.  Give the groups a more complicated (realistic) application and let them review it together for a couple minutes. Ask which parts are confusing, and explain and have the class practice those parts of the application. | **LP1:** 78-79  **LP2:** 10  **RL1:** 122  **SO2:** 128-130  [Blank Job Application](https://1drv.ms/b/s!AhRw4rpeX2bYjH3bS9F-hO63njw7) |
| **Day 4** | **Correctly use “Can” and “”Can’t” to evaluate work skills** (*I can drive a car. I can learn to speak English*)  **Communicate previous job experience using the simple past tense** (*In Mexico I was a farmer. I can grow vegetables. Etc…*)  **Identify and correctly answer common interview questions**  **Second part of practice test for this week (Employment)** | Have a class discussion about past jobs and the skills learned that you still have today (*Before, I was a waitress. I learned how to serve customers. Now, I can serve customers.*).  Explain what a cover letter is. Have each student write a basic, generic cover letter using at least 2 past tense verbs about things they have done/learned and 4 positive “can” statements (I can cook, I can use a computer, etc.).  Print out copies of the worksheet for the [Job Interview Prep. Activity.](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!270&authkey=!APf6blWukj_HP4o&ithint=file%2cdoc) Review the vocabulary. Divide the class into small groups. Each group completes the worksheet. When all are done, groups take turns presenting their choices to the class and explaining why they chose them.  Brainstorm, as a whole class, a list of several questions commonly asked during a job interview. Each student should work to form a simple answer for each of the questions copied. Teacher should circulate to help students who are struggling.   * Go through the questions and answers as a class. * Divide the students into pairs to practice interviewing each other using the questions and answers prepared.   Use the 2nd practice test for week 12 to practice test taking skills (found at the back of the binder). | **LP2:** 6-7  **EA1:** 187  **SO2:** 131-134  [**Job Interview Prep. Activity**](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!270&authkey=!APf6blWukj_HP4o&ithint=file%2cdoc) |

**Week 9: Health and Medicine- 11/12-15**  ([*Return to Curriculum Outline*](#acurriculumoutline))

**Life Skills:** Describe and discuss health issues and navigate a doctor’s appointment;   
Correctly interpret information found on the labels of over the counter and prescription medicine. **Grammar:** Past Tense.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Daily Lesson Objectives:**  *During your lesson your students will LEARN how to do the following…* | **Life Skills Activities for Practice:**  *Activities for your students to PRACTICE the skills learned…* | **Text / Print Resources:** |
| **Day 1** | **Identify and communicate basic parts of the body** (*head, neck, back, stomach, leg, arm, etc…*)  **Identify and communicate basic symptoms of illness** (*to have a:* *fever*, *headache, backache, runny nose, sore throat / to be: tired, achy, dizzy, etc…*) **and basic health problems** *(cold, headache, sore throat, broken arm, the flu, etc.)*  **Understand basic conjugation for the verbs “To Be” and “To Have” in present tense and past tense**  **Practice test for this week (Health and Medicine)** | Play hangman with the class to practice body vocab. Divide class into teams. Play several times with new words.  Write some vocab words on the board in a scrambled fashion (e.g. deahhace for headache). Let students work alone or in small groups to unscramble the words.  Play charades to practice symptoms vocab. Write several symptoms on pieces of paper and put in a can. Students take turns drawing a paper and acting out the symptom.   * For fun play with teams & award points for correct guesses.   Write Today and Yesterday on the board. Conjugate To Be, for each person, under Today (*I am, You are, She/he is, We are, They are*) and under yesterday (*I was, You were, She/he was, We were, They were*). Review with class. Have students write sentences. Repeat the steps with the verb “To Have”. | **EA1:** 188-192  **SO2:** 103-105  **SO1:** 103-104 |
| **Day 2** | **Identify and compare various treatments**   1. **Home remedies** *(stay in bed, hot tea, ice pack, etc.)* 2. **Healthcare options** *(clinic vs. urgent care vs. hospital vs. emergency room)*   **Discuss emergencies and practice describing them in the past**  **Understand the present/past conjugations of verbs: to feel** *(feel/felt),* **to take** *(take, took)***, to drink** *(drink/drank),* **to use** *(use/used),* **to call** *(call/called),* **to go** *(go/went)* | Review illness/health words from yesterday, having students unscramble vocab words again in small groups.   * Students write 2 sentences for each word (*one present and one past*) focus on correct use of verbs To Be & To Have.   Use “Health Care Options” handouts (*resources*) with class.  Write Today and Yesterday on the top of the board. Conjugate the new verbs the same as “To Be” and “To Have” (see Day 1).  Print [Scenarios List](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!260&authkey=!AOkDOheyaX4_9eo&ithint=file%2cdoc) (*resources*). Divide class into teams. Give each team a scenario. Teams write, in past tense, the actions the person took. When a team finishes give a new scenario. Repeat several times. Then have the teams each create an emergency situation. Encourage exciting or crazy situations. Have them pass their situation to another team so they can describe the actions the person took (as above). Repeat if time. | **EA1:** 193  **RL2:** 101-103  **SO1:** 105, 110  [**Health Care Options - Handout**](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1341&authkey=!AJyn4wK4Keaa4C8&ithint=file%2cpdf)&  **[Health Care True/False Activity](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1340&authkey=!AP50EBgyKeBE6M8&ithint=file%2cdoc)**  [**Scenarios List**](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!260&authkey=!AOkDOheyaX4_9eo&ithint=file%2cdoc)  [**Emergency 911**](http://www.eastsideliteracy.org/tutorsupport/ESL/ESL_Emerg.htm) |
| **Day 3** | **Understand how to navigate making and going to a doctor’s appointment** *(indicate availability, ask for a new time, explain problem, interpret doctor’s directions)*  **Identify and practice naming health history and allergies** *(ongoing or past health issues/ medications, allergies to medicine/food/bees, etc.)* | Ask students if they know what “allergies” are. Do any of them have allergies? What kind of allergies? Does anyone they know have an allergy to any foods / plants / animals / medicines / etc…? Discuss allergies and why it is important to always share your allergies with a doctor when you visit them.  Print out several copies of the [Doctor Picture Story](http://www.cal.org/caela/esl_resources/Health/pdf/doctor.pdf) (*resources*), cut up the pictures, and place each cut-up story in an envelope. Divide class into small groups. Each group works together to put the story back together (do not tell them the answer) and glues their pictures, in the order they think is right, down the left hand side of a piece of paper. Each group then writes one sentence for each picture to create a short story. When all everyone is done groups take turns standing up and presenting their story to the class.   * Have a class discussion about doctor’s visits. What is hard and/or easy? What to do when you don’t understand the doctor. Etc… | **SE2:** 82-83,86-92, 97, 101-103  **SE3:** 46-47  **[Doctor Picture Story](http://www.cal.org/caela/esl_resources/Health/pdf/doctor.pdf)** |
| **Day 4** | **Identify and compare common prescription and OTC medications** *(painkillers, antacids, creams/lotions, eye drops, nasal sprays, etc.)*  **Ask a doctor or pharmacist questions about medications** *(How much/many do I take?, How often do I take it? Is it OK to take this medicine if \_\_\_?, etc.)*  **Identify and communicate meaning of common warnings and side effects of medications**  **Second part of practice test for this week (Health and Medicines)** | Bring some example OTC and Prescription medicine labels to class (*or print off*). As a whole class compare the two types of labels and discuss their differences and similarities.  Choose one of the prescription medication examples. Tell the students to pretend they want to talk to the pharmacist about this medication. As a class, generate a simple dialogue. Write the dialog up on the board and practice it in several ways:   * Model the entire dialogue, by switching places to indicate when you are different speakers * Read the dialogue line by line while the students repeat * Model the dialogue with two different student volunteers * You are one person from the dialogue and the entire class is the other person (*then switch*) * Divide the class. Half is one person and the other half is the other person (*then switch*) * Pair up class. Partners practice the dialogue together.   Make sets of matching cards with pictures of warning labels and simple sentences explaining the warning on the label (*used examples from* [*Warning Labels Lesson Plan*](http://www.mcedservices.com/medex/PDFs/ENwarn.pdf) *or own ideas*). Divide class into small groups. Groups work together to make the matches. Review the matches as a whole class and discuss. | **EA1:** 194  **LP1:** 108-109  **SE2:** 93-95,  98-99  **SO1:** 109  [**Warning Labels Lesson Plan**](http://www.mcedservices.com/medex/PDFs/ENwarn.pdf)  [*Pharmacist info*](http://www.gethealthyharlem.org/articles/did-you-knowyou-can-ask-your-pharmacist-questions) (*for teachers only!*) |

**Week 10: Descriptive Writing**- 11/19-20 -Thanksgiving holiday **(**[***Return to Curriculum Outline***](#acurriculumoutline)**)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Daily Lesson Objectives:**  *During your lesson your students will LEARN how to do the following…* | **Life Skills Activities for Practice:**  *Activities for your students to PRACTICE the skills learned…* | **Text / Print Resources:** |
| **Day 1** | **Identify and communicate 10-15 adjectives used to describe people** (*young, old, thin, fat, tall, short, curly hair, straight hair, dark, light, happy, sad, etc…*)  **Write a paragraph describing a** **person who is important to them**  **Revise** their own sentences for capitalization, end punctuation (*periods*) and to ensure each sentence contains a subject and verb  **If there is time: choose one of the test reviews that come at the end of your binder to do. Do part 1 and 2 of one of the tests** | Hold up a picture and have students describe it using adjectives. Repeat. Divide class into pairs. Give pairs a picture. Pairs write sentences describing it. Give new picture and repeat. Do again. Hold up random picture. Pairs read sentences. Repeat several times.  Put picture on board. Ask students to describe. Write adjectives on board. Work together to write sentences for each adjective. Work together to create a paragraph from sentences. Review paragraph together. Check for complete sentences, correct capitalization and basic punctuation, clear flow of ideas, etc….  Divide class into small groups. Groups discuss people that are important to them. Each student chooses a person to write about and makes a list of adjectives to describe them. Students work on paragraphs individually while teacher circulates helping. When done students review writing with teacher for basic editing. Students re-write paragraph after revising. | **EA2:** 184-186  [**Pictures of people**](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!134&authkey=!AF0aJHJpThXXWJk&ithint=file%2cpdf) |
| **Day 2** | **Identify and communicate 10-15 adjectives used to describe places** (*big, small, noisy, quiet, dirty, clean, hot, cold, warm, rainy, sunny, easy, difficult, etc…*)  Write a paragraph describing a **place that is important to them**  **Revise** their own sentences for capitalization, end punctuation (*periods*) and to ensure each sentence contains a subject and verb | * Repeat picture description activity from day 1 with pictures of places * Repeat paragraph creation activity from day 1, but write about a place   Repeat discussion & paragraph writing activity from day 1, but talk and write about places that are important | **EA2:** 138-139  [**Pictures of places**](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!135&authkey=!APSpGn5n7nrgenU&ithint=file%2cpdf) |

**Week 11: Reading and Writing- 11/26-29** ([*Return to Curriculum Outline*](#acurriculumoutline))

**Life Skills:** Reading comprehension. Writing skills. **Grammar:** Grammar review.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Daily Lesson Objectives:**  *During your lesson your students will LEARN how to do the following…* | **Life Skills Activities for Practice:**  *Activities for your students to PRACTICE the skills learned…* | **Text / Print Resources:** |
| **Day 1** | **Reading stories:**  Read a story**,** practice reading, comprehending what you read and summarizing the story | * **Reading:** There are two stories for students to read. * The first story is ***“Noisy Neighborhood”.*** Read the story in round robin format or you read to students and they listen, then they read individually. Answer the questions and go over the story with them. * The second story is ***“The Power of Love”***. Pass only the first page of the story (the one with square pictures and no text). Have the students write their own story by writing a sentence for each square. Then pass the story and read. Have a conversation about the differences in their stories and the text story. Students answer the comprehension questions from handouts. After this, you can have a conversation with class about pets, or illness and hospitalization, or about love. Elicit comments from students. If there is time, students could write their own story about any of these concepts. |  |
| **Day 2** | **Reading stories**  Read one or more stories**,** practice reading, comprehending what you read and summarizing the stories | * **Review stories from Monday:** Students can talk about the stories they read the day before. * **Reading:** The story to read is ***“The Fire”***. Cut the picture squares from page 74 and have students in groups of 2 to 4 come up with a story. After they write their own stories, each group can present. Then read the story with the class and compare what students came up with. After reading, students work on the worksheets and answer comprehension questions. Have a conversation about emergencies. * **Reading:** Read ***George Dawson – Life is so Good*** (page 92, 93 Grammar in Context 2) * **If you want, you could bring a news article or a different story to read. Follow the same steps and have a conversation about the story.** | **All New Easy True Stories, Sandra Heyer.** [“The Fire”](https://1drv.ms/b/s!AhRw4rpeX2bYjFaNvajT7ZJuhOWK)Pages 74,75, 76, 77.  **Grammar in Context 2**: Page 92, 93 |
| **Day 3** | **Reading for fun:**  Students choose books to read, write sentences about them, learning to summarize the story, and have a conversation with classmates and teacher about them. | * **Reading for fun:** Bring books to the classroom, they can be children’s books or any easy reading books. * Have students in groups of three and each group decides which book they will read. In their groups, students read together and discuss what they wrote. Together, students write questions or sentences about the book chosen. * Individually, students choose their own book and they read and then ask questions or sentences about the book read * Have a conversation with students about what they read: Why did they choose specific books? Did they like what they read? Why? This is a good opportunity to encourage students to read on their own. | **Books to read in class** |
| **Day 4** | **Writing your own story:**  Students learn how to put together their own story about their life and journey | Start activity by getting students in pairs interviewing each other: *Where are you from? Tell me about your country, city or town. When did you come to Minnesota? What do you do?*  Students take notes about their classmate’s story. And then they present their classmate’s story in a few words.  Then, individually, students write sentences about the following questions:   1. Write 3 sentences about yourself (*What kind of person are you? What do you like to do? What do you want us to know about you?*) 2. 3 sentences about your country (*Describe your country. What do you like about your country? What do you want us to know about your country?*) 3. 3 sentences about your journey (*How did you come here? Tell us about you journey here)* 4. 3 sentences about your home here (*Talk about your life and home here. What do you like about Minnesota? What is different or difficult or enjoyable for you?)*   After they finish their draft, have students help each other. Go around helping students and read their sentences. Correct their mistakes and give their drafts back to them to write the final essay. Remind them that the sentences are only to help them write their essay. They don’t have to use all the sentences, and they should write their essay like a paragraph that tells a story  If there is time at the end, have students draw a picture to illustrate something from their story (it could be of themselves, their country, their life here, etc.) Have people show their pictures and explain what it is to the rest of the class. They could read their essay if they are comfortable doing so. |  |

**Week 12: Education- 12/3-6** ([*Return to Curriculum Outline*](#acurriculumoutline))

**Life Skills:** Identify & communicate the location & description of places around town. **Grammar:** Prepositions of Place / Descriptive Adjectives (*for locations*)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Daily Lesson Objectives:**  *During your lesson your students will LEARN how to do the following…* | **Life Skills Activities for Practice:**  *Activities for your students to PRACTICE the skills learned…* | **Text / Print Resources:** |
| **Day 1** | **Identify and understand the various levels of Education in the US, and the school year** *(pre-K, elementary/middle/high schools, 2-year/4-year college, vocational school)*  **Identify and compare other educational opportunities** *(e.g. CLUES)*  **Practice asking clarifying questions**  **Practice test for this week (Education)** | Make a timeline on the board. On the bottom of the line write numbers from “3” to “18+” to represent age. Then on the top, see if the class can name what school you are in at each age in the US. Have students discuss how the system is the same or different from their countries.  Tell the students to write about a memory they have from school (in past tense; you may have to help with verbs). If they did not attend school, they can write about an experience at CLUES/another organization here. Have volunteers share.  Brainstorm other educational opportunities here as a class. Have students discuss in pairs what their educational goals are. Let volunteers share with the class afterwards.  Write some common ways to ask for clarification up on the board (e.g. “I’m sorry, could you repeat that?”, “What did you say?”, “Huh?” etc.). Refer to the clarification link for help teaching. Then print out several of [these stories](http://www.rong-chang.com/eslread/) and pass them out to the class. In pairs or small groups, one person reads and the others must ask clarifying questions when they don’t understand. The reader should then repeat/clarify what they said. | **SO2:** 143  **SE2:** 12-14  **SE3:** 5, 13  [Clarification](http://busyteacher.org/14911-how-to-teach-students-ask-for-clarification.html) (teacher only)  [Stories for clarification exercise](http://www.rong-chang.com/eslread/) |
| **Day 2** | **Understand how to navigate K-12 education for your child** *(learn how to communicate with the school/teachers, call in sick, write notes, attend conferences, A-F grading scale, etc.)*  **Understand and communicate common school terminology** *(school day, report card, conferences, extracurricular activities, snow days, etc.)* **and course names** *(history, gym/PE, science, math, homeroom, recess, technology, etc.)* | Divide the class into three groups to look at example illness, attendance, and weather policies for Mpls schools (one per group). Give the groups time to summarize their information, and then have them present to the rest of the class.  Brainstorm extracurricular activities and school courses/periods in the day for high school. Then, in pairs have students write a schedule of the classes they want. Have them tell another pair what they did in their day.  Use the activities from SE2 to have students practice communicating with their child’s school. After students do an activity in pairs, have them switch partners and repeat. | **Oxford Picture Dictionary**: 188-189  **SE2:** 20-23  [Illness policy](http://lakeharriet.mpls.k12.mn.us/health_services)  [Mpls K-12 attendance](http://lakeharriet.mpls.k12.mn.us/sites/74e33d65-2a8a-445c-bcca-9d98ff7f73ea/uploads/Attendance_Policy.pdf)  [Weather info](http://www.mpls.k12.mn.us/uploads/weather_flier_full_page.pdf) |
| **Day 3** | **Understand navigating postsecondary opportunities** *(basics of applying, acceptance, majors/minors, funding, GPA 4.0 scale)*  **Compare and discuss the advantages/disadvantages of different types of school** *(vocational, 2-year, 4-year, part time vs. full time, etc.)*  **Understand the basic components of a personal statement and practice writing** | Give students the information about postsecondary schools from the textbook. Have people individually write about the unique features of each option (cost, purpose, what you can study, etc.); then put students in small groups to share. Discuss as a class afterwards.  Ask students what you need to do to get into a postsecondary school. Explain the general process from applying to graduation in US colleges. Ask if anyone knows of a similar/different process in their country.  Give everyone a made-up school and program they will be applying to (for example, a part time program to learn to manage a business or to learn to bake cakes). Give people time to think about what experiences/strengths they could bring to the program. Discuss as a class some of the experiences. Finally, help students to write a brief personal statement as if they were applying to the program. Have everyone start and end the same way (“Dear \_\_”/ “Sincerely \_\_”). The statement should have at least 4 sentences about why they are qualified or interested in the fake program. Have fun with it- these do not need to be completely serious! | **SO2:** 144  **EA2:** 26-27  [Info on writing a Personal Statement](http://espresources.tripod.com/id24.html) (*do not give to students)* |
| **Day 4** | **Identify and practice useful clarifying questions**  **Discuss appropriate class behavior and vote on class rules**  **Understand and practice common academic skills** *(raising your hand, dating and putting your name on papers, not cheating or plagiarizing, etc.)*  **Practice second part of test for this week (Education)** | Play a game called “Wait, what?” with the students. Choose a story from [this website](http://www.rong-chang.com/eslread/) and read it to the class normally. First let them ask clarification questions so that everyone understands. Then, give the students a copy of the story and read it again, but this time change some of the words as you read (make it obvious, e.g. changing “house” to “elephant”). Whenever the students catch you saying something strange, they should shout “Wait, what?” and you go back and fix your “mistake.” You can also do cloze activities with these stories, or have students work with each other in pairs.  Create “Class Rules”: In groups, have students discuss what behaviors they like/dislike (arriving on time, talking on phones, etc.). Individually, they must then write 3 sentences for what they like and 3 they dislike. On the board, draw two columns (like/dislike) and have every students write one of their sentences in each column. Back in groups, students discuss which are most important, and write their rules on construction paper. Groups present to the class, and teacher writes each unique rule on the board. Finally, go one-by-one and vote on which rules should be part of the class rules. Create a class poster on a new piece of construction paper and hang it on the wall.  Talk about other academic skills. Make a table titled “School Behavior” on the board with two columns: Do / Don’t. Let the students brainstorm in small groups and then fill it out as a class. For fun, you can choose to use the “Raise your Hand” video and worksheet. | [Stories for clarification game](http://www.rong-chang.com/eslread/)  **Construction Paper**  [Sesame Street: Raise your Hand](https://www.youtube.com/watch?v=ei_A9QM6UcE&feature=fvsr)  [Worksheet to go with video](https://1drv.ms/w/s!AhRw4rpeX2bYjQ9oG4cBa3PwzpIZ)  **More True Stories**: “[Parents at School](https://1drv.ms/b/s!AhRw4rpeX2bYjQ4Jn10vpka9R7G1)” |

**Week 13: Career Development- 12/10-13** ([*Return to Curriculum Outline*](#acurriculumoutline))

**DAY ONE – Week 13: Career Development**

|  |  |
| --- | --- |
| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will **recognize** why goal setting is important * Students will **determine** a five-year goal statement * Students will **develop** a five-year goal action plan * Students will **recognize** steps toward better time management * Students will **create** an action plan for completing their tasks and goals | * Writing a Professional Goal Action Plan Worksheet * How Do I Spend My Time Worksheet |
| **Life Skills Activities for Practice:** | |
| * As a warm-up, discuss aspects of successful people and why goals are important * Allow students to visualize their professional future. Have them write down on a piece of paper their goals, in no particular order. * Fun activity: let students look through some old magazines and cut out photos/images that symbolize their future/professional goals. Then have them glue them on a piece of paper entitled: “My Future”. Afterwards, have students present their papers and explain what the images mean to them. * Work on writing a goal statement:   + The goal should have a specific timeline. For this activity, think about where you’d like to be professionally in five years.   + The goal should be measurable. For example, “In five years, I want to increase my sales numbers by 50 percent”.   + Identify family, friends, mentors, coworkers and supervisors who can help achieve this goal. Also consider other resources like the Internet, libraries, career centers, etc.   + Make sure the goal is realistic, considering experience, education and resources. * Use the “Writing a Professional Goal Action Plan Worksheet” to help students complete this exercise. * Now, ask students how they typically spend their day. Discuss the benefits of time management and how it can impact one’s professional life. * Hand out copies of “How Do I Spend My Time?” worksheet. Once students have filled out their sheet, have them discuss their answers in pairs. Then come together as a class and discuss as a whole group. Try to find any similarities and/or differences between students’ time sheets. | |
| * Now students will learn how to manage their time more effectively. Have students refer to their “How Do I Spend My Time” worksheet while completing this activity.   + Using a clean sheet of paper, list your tasks.   + Estimate how much time it takes to complete each task.   + Eliminate unnecessary tasks from your list, drawing a line through each. (Are you doing these tasks because you must or because you feel you should?) Notify others if necessary, explaining that you're currently too overwhelmed. You've already freed up a significant amount of time.   + Delegate some tasks to others. Are there tasks your spouse, children, or coworkers could be doing? Put a check mark next to tasks you'll delegate, or pass along, to others. Write name(s) next to each task. Successful delegation takes some finesse.   + Prioritize your tasks by numbering them in order of importance. If you have difficulty establishing what's most important, ask yourself what's necessary to fulfill your basic needs, what's necessary to be successful at work, and whether you have any deadlines to meet. If so, write them next to the appropriate tasks. * Once students have listed their task, have them create an action plan for each large task. An action plan is a list of steps that must be done to complete a larger task or goal. * To create an action plan:   + Determine the measure of success for each task.   + List each step it takes to complete the task.   + Establish the best way to complete the task. Consider experimenting with different methods and asking for advice.   + Find ways to multitask, or do more than one thing at once.   + Assemble the people and resources you need to create your action plan.   + List possible rewards or incentives. * Conclude with students sharing their action plans with the class. Let students know that they should refer to it when they feel overwhelmed and learn to say "no" to new tasks. | |

**DAY TWO – Week 13: Career Development**

|  |  |
| --- | --- |
| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * **Discuss** the purpose, use and creation of a resume. * **Review** resume formats and how to strategically choose a marketing format for your particular work experience. * **Create** a 1-sentence objective for resume. | * Have a projector/screen ready for PP presentation * Create a handout packet for each student including copies of “Resume Examples Packet,” “Resume PowerPoint Handout,” ”Creating Your Objective,” “Resume Rules” and “Resume Types” * When in lab, have copies of “Transferable Skills List” for students to use while developing their job duties descriptions. |
| **Life Skills Activities for Practice:** | |
| * **Introduce the topic of resumes by starting a discussion:**   1. What do you already know about resumes?   2. What is the best piece of advice you’ve ever had on your resume?   3. What do we know we should avoid on our resumes? * **Presentation: Resume PowerPoint** * Present and read through the PowerPoint presentation – give students a handout with slides * Slide #4 (Which Resume Design Should I Use?)   + Hand out “Resume Types” and “Resume Examples” and discuss which format is used and why: * Slides #10 & #11 (The Objective)   + Hand out “Creating Your Objective”   + Review methods for writing an objective on the whiteboard.   + Encourage students to think of two sections of an objective – who you are and what you are looking for.   + Students can compose their objective in 1st-person, writing *“I am a \_\_\_\_\_\_ professional … seeking \_\_\_\_\_”*   + Once they are satisfied with their statement, they can delete “I am a” and change “seeking” to “seeks” to have a statement in the 3rd person.   \* Make sure 1st and 3rd person grammatical concepts are clear\*   * **Activity: Creating Your Objective** * Once the concept of writing an objective is clear and the class has gone over the handout and the examples, have the students use the backside of the handout to begin creating their objectives. * **Presentation: Resume PowerPoint - continued** * **Slide #14** (The Language of Resumes)   + Hand out “Resume Rules” * **Slide #15** (What else do I need to know?)   + Continue using “Resume Rules” | |

|  |
| --- |
| **Reflection and Conclusion:**   * Ask the students to each share one new thing they learned, something they liked, and/or something that could be improved in the lesson.   **Assignment: Resumes and Objective Statements**   * Students should all work on developing or improving their resumes. Tell them to look carefully at the sample resumes and decide which format would work best for their skill set and professional experience. * Print out copies of “Transferable Skills List” and “Skills and Action Words Mini Dictionary” for students working on their resumes and explain that they can use these to help write their job duties descriptions. * Have students update their existing resumes and email them to you once they are finished. Review their resume, adding comments electronically, then email it back to the student with any suggested changes. Note: this can be an ongoing process during any class, but is most effective after students have seen the resume presentation. * Each student should complete their “Creating Your Objective” worksheet, type up their final objective statement, and email it to the Trainer. * Encourage students to use internet resources to decide how to write their objective and compose their elevator speech (if they decide to make one). |

**DAY THREE – Week 13: Career Development**

|  |  |
| --- | --- |
| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will **understand** professionalism (behavior and dress) in the workplace. * Students will **complete** the “Developing Professional Workplace Behavior” survey and **develop** their own set of rules/goals and expectations for professional behavior. | * Make copies of “Career Stuff You Should Know: Professional Behavior,” “20 Ways to be Fabulous!,” and “Be Proactive – Be Professional!,” and “Self Assessment” * Print out “Dressing for the Interview” PP presentation. * Materials: magazine clippings of different kinds of professional and non-professional clothing. |
| **Life Skills Activities for Practice:** | |
| **Introduction: Learning Circle**   * Introduce the topic by explaining that we will be talking about professional behavior and appearance. * Explain the guidelines for the Learning Circle: Everyone is equal with life experiences to share, each person can choose what to say/ share, everyone is expected to participate, everything that is shared within the group stays within the group (no gossip/confidentiality). * One at a time, students should address the following questions by sharing an example from their own life:   + *Are there behaviors from other people that bother you?*   + *Are there behaviors that you appreciate?* * After all have shared, debrief by summarizing how professionalism can be defined in different ways and how it affects the way we behave.   **Activity: What is Professional Behavior?**   * Facilitate a discussion about professional behavior by asking the following questions:   + *What do we mean by professional behavior?*   + *How do we behave in the classroom, at work, in professional settings?*   + *How is it different from how we behave at home or with our friends or family?*   + *What behaviors are considered unprofessional?* * As students name unprofessional vs. professional behaviors, create a list on the board. * Point out that it is usually very easy for people to think of things that are *unprofessional*, but that it can be challenging to proactive ways to be professional. * Explain that the students are going to read an article, then come back to this list.   **Article: Professional Behavior**   * + Have the students split up into groups of two.   + Pass out the article “Career Stuff You Should Know: Professional Behavior,” and have the students read the article in their small groups, and discuss anything that stood out to them with their partner.   + Once students have had a chance to read through the article, reconvene as a large group and ask them what they discussed in their small groups. | |
| **Activity: Be Proactive – Be Professional!**   * Pass out “Be Proactive – Be Professional!” * Explain the difference between *being* *proactive about being professional* and simply *avoiding unprofessional behavior while at work.* We can make ourselves stand out more by going out of our way to use professional behavior at work. * Read through the list and add any new professional behaviors to the previously created list on the board.   **Assignment: Developing Professional Workplace Behavior**   * Give each student a copy of “Self Assessment.” * Explain that their assignment will be to fill out the survey as honestly and accurately as possible, then turn it in to the teacher. * The teacher will then fill out their section of the survey and go over it with the student. * Using MS Word, the student then needs to create their own “personal development plan” for professional growth. If the students need help, ask them which area(s) they would like to improve for the next time they check in.   **Optional Activity: Let’s go shopping!**   * On a table, lay out several magazine clippings of clothing, some informal clothing, some business-like, some for different professions, some for technical workers. * Tell students to pick five pieces of clothing each. * In pairs, students show their clothing to each other and try to decide for which job or activity each piece of clothing would be appropriate (or inappropriate) and what they would wear. * Elicit general comments and sharing from all students.   **Conclusion**:   * Give each student two or three lines from the “20 Ways to be fabulous” handout. Tell them to look at it and not show others. Have each student reads his/her lines and says something about what this means to him/her. * Ask the students to each share one new thing they learned, something they liked, and/or something that could be improved in the lesson. | |

**DAY FOUR – Week 13: Career Development**

|  |  |
| --- | --- |
| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will **develop** an understanding of the interview process * Students will **perform** a mock interview | * Tell Me About Yourself Worksheet * “The Interviewing Process” PowerPoint * “Interviewing Tips” video |
| **Life Skills Activities for Practice:** | |
| * Start class by asking students this question: If you could interview anyone in the history of the world, and you could only ask one question, who would that person be and what question would you ask? * Let this question lead into some more discussion on the interview process. Ask students what their experiences have been with interviews either in their country of origin or in the US. * Hand out the “Tell Me About Yourself” Worksheet and have students brainstorm some adjectives to describe themselves. Tell them that this is one of the most common yet difficult to answer questions an interviewer will ask. Also note that there are many different ways to approach the question. Have students share what they wrote with the rest of the class. * Go through the PowerPoint “The Interviewing Process” with students. Answer any questions they may have along the way. * Watch the “Interview Tips” video: <https://www.youtube.com/watch?v=epcc9X1aS7o> * Have students take notes and write down any main ideas or key points they came across. Then, go over their ideas as a whole group and write them down on the board. * Pass out “Mock Interview Practice” Worksheet. Give students a good amount of time to fill out this sheet. This will help them to prepare for the actual mock interview. * Once students have completed their worksheets, put them in pairs and have one person ask questions from the worksheet and the other provide the answers. Try to have them not look at their worksheets as much as possible while performing the mock interview (both asking and answering questions). * Rotate the students until everyone has gotten a chance to interview each other. * To conclude, ask students what they thought was the most difficult part of the mock interview. Also, summarize the interview process as a class. Answer any questions students may have. | |

**Week 14: General Review- 12/17-20** ([*Return to Curriculum Outline*](#acurriculumoutline))

Life Skills: **Review all grammar** Grammar:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Daily Lesson Objectives:**  *During your lesson your students will LEARN how to do the following…* | **Life Skills Activities for Practice:**  *Activities for your students to PRACTICE the skills learned…* | **Text / Print Resources:** |
| **Day 1** | * **Testing Practice.** * **Grammar: More Past Tense practice** * **Some students will be tested** | **Testing practice:** Use practice tests of Units 6 to 10. Give students 12-15 minutes to answer. Then go over practice tests with students. Talk about testing skills.  **Past Tense Practice:** Irregular verbs. | **Practice Tests for Units 6-10**  **Fundamentals of English Grammar, Azar.**  [Pages 27, 28, 29, 30, 31](https://1drv.ms/b/s!AhRw4rpeX2bYjF59_1gaTQSqNjc9) |
| **Day 2** | * **Grammar Review: Prepositions of place** * **Reading** * **Some students will be tested** | * **Grammar Review:** Prepositions of place. * **Reading: *“The Train”*** | **EA2:** [46, 47, 51, 52](https://1drv.ms/b/s!AhRw4rpeX2bYjF8zRQeAcITFtEMt)  **More True Stories, Heyer:  *“***[The Train](https://1drv.ms/b/s!AhRw4rpeX2bYjF35FucVrZIzOi8p)***”***  Pages 10, 11, 12, 13 |
| **Day 3** | * **Grammar Review: Future and Future Continuous.** * **Some students will be tested** | **Grammar: Review Future Continuous Tense.** Start by reviewing verb to be, and words used in future (tomorrow, next week, in ten minutes…)  **Grammar: Review future tense.** Review differences / similarities between future and future continuous. Worksheets. | **Basic English Grammar, Azar.** [Pages 231, 232, 233,](https://1drv.ms/b/s!AhRw4rpeX2bYjGBMNH5d13Vi0TOm)  [242, 243, 244](https://1drv.ms/b/s!AhRw4rpeX2bYjGBMNH5d13Vi0TOm) |
| **Day 4** | **Graduation Party** | **Party on!!** |  |

\*\*Instructions: Use the questions on the first and last days of the week for test-taking practice. Give the students only 2 minutes to complete (3 min on weeks with three questions), and then go over answers.

**Answers to weekly questions**

Week 1: Personal Information (1) 1. A 2. B  
Week 1: Personal Information (2) 1. B 2. B

Week 2: Time & Dates (1) 1. C 2. B  
Week 2: Time & Dates (2) 1. A 2. D

Week 3: Weather & Clothing (1) 1. B 2. A 3. D  
Week 3: Weather & Clothing (2) 1. C 2. D 3. D

Week 4: Food & Restaurants (1) 1. B 2. A  
Week 4: Food & Restaurants (2) 1. D 2. B

Week 5: Housing (1) 1. A 2. D 3. C  
Week 5: Housing (2) 2. B 2. D 3. A

Week 6: Money & Banks (1) 1. A 2. D 3. C  
Week 6: Money & Banks (2) 1. C 2. B 3. D

Week 7: The City (1) 1. D 2. C  
Week 7: The City (2) 1. B 2. A

Week 8: Employment (1) 1. C 2. A  
Week 8: Employment (2) 1. D 2. B

Week 9: On the Job (1) 1. C 2. B  
Week 9: On the Job (2) 1. D 2. A

Week 10: Health & Medicine (1) 1. A 2. C  
Week 10: Health & Medicine (2) 1. B 2. B

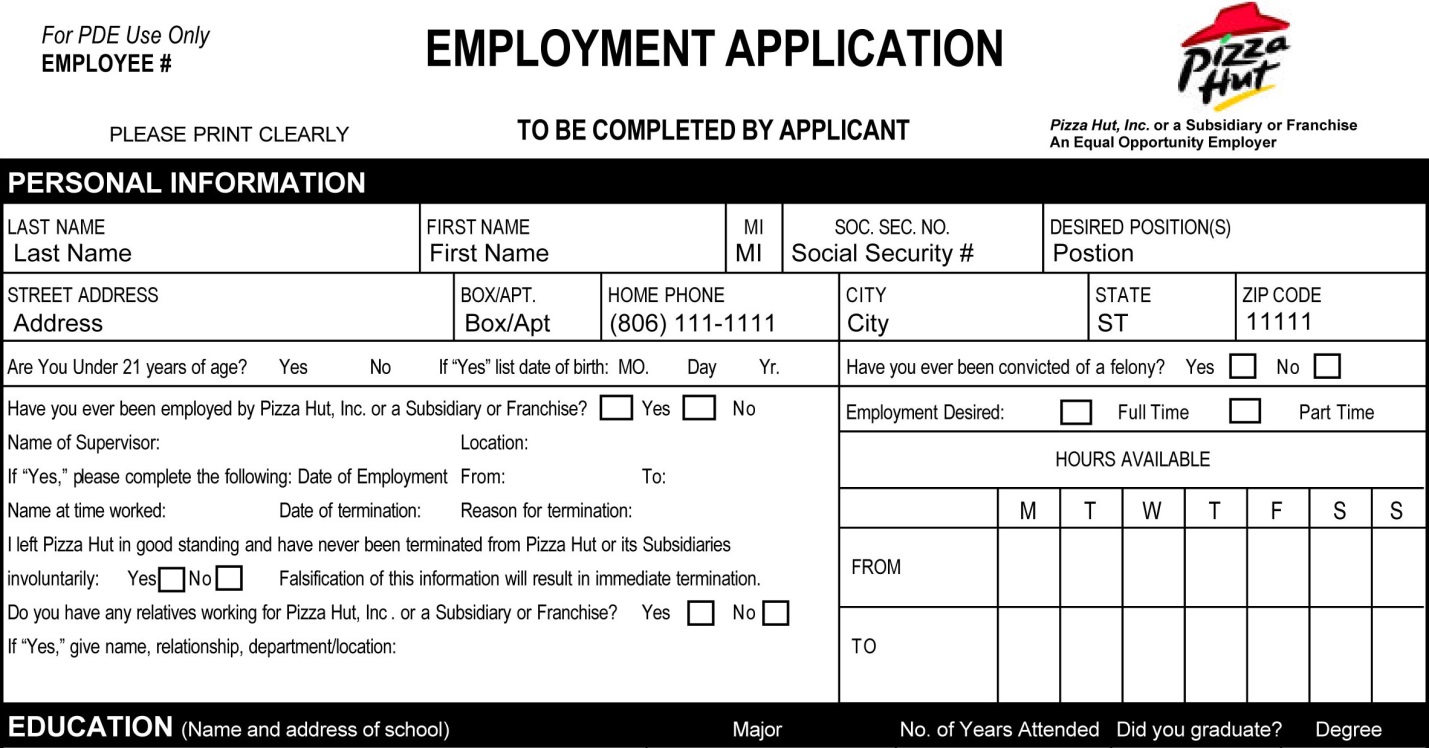
Week 11: Education (1) 1. A 2. D  
Week 11: Education (2) 1. B 2. D

Weeks 12-14: Writing and Review (no dedicated practice questions)

Extra: Shopping (1) 1. D 2. A  
Extra: Shopping (2) 1. A 2. C

Extra: Directions (1) 1. C 2. D  
Extra: Directions (2) 1. B 2. D

Week 1: Personal Information (1)



SMITH

JOHN

ST. PAUL

MN

X

X

X

X

8

8

8

8

8

5

5

5

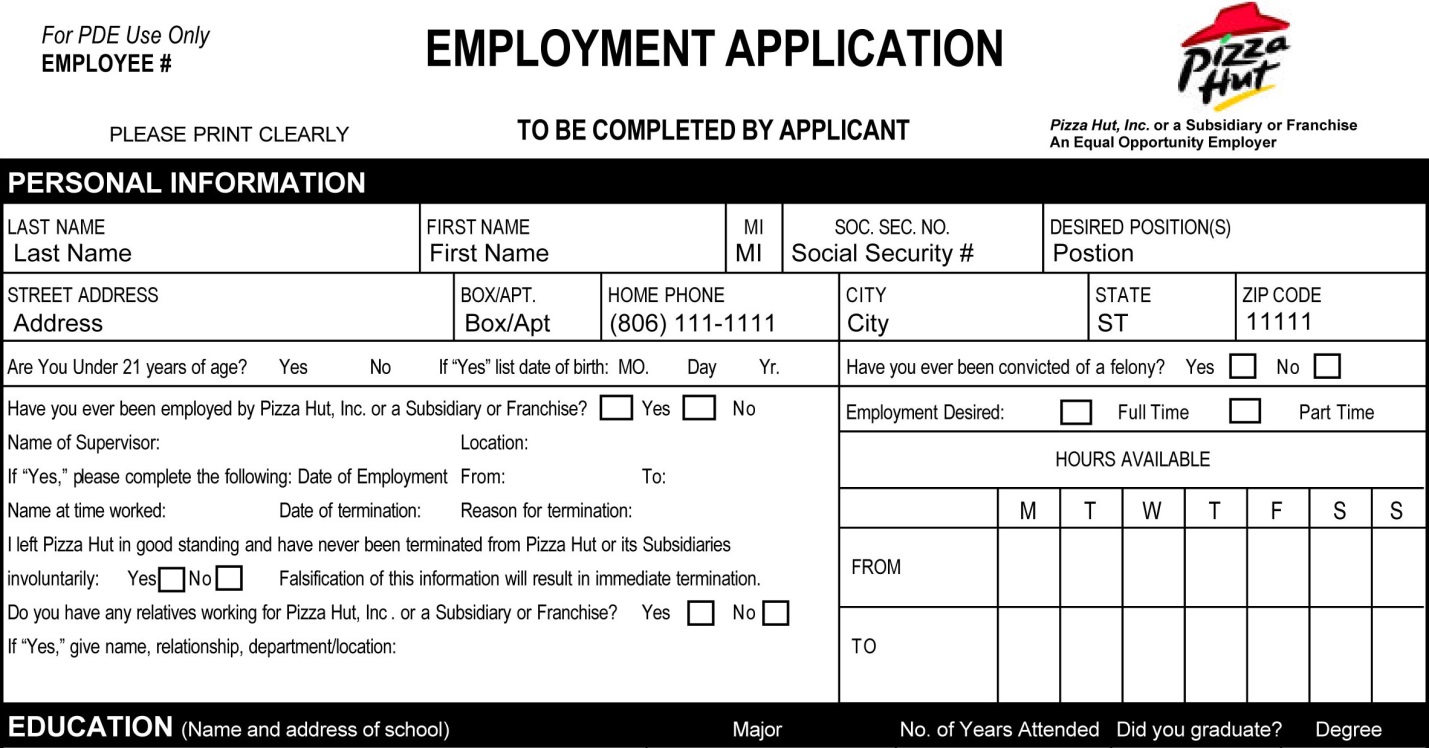
5

5

123 Johnson Street

1. What city does John live in?
   1. St Paul
   2. Minneapolis
   3. Chicago
   4. Duluth
2. Which days is John available to work?
   1. Monday and Tuesday
   2. Monday, Tuesday, Wednesday, Thursday, and Friday
   3. Saturday and Sunday
   4. Only on Thursdays

Week 1: Personal Information (2)



SMITH

JOHN

ST. PAUL

MN

X

X

X

X

8

8

8

8

8

5

5

5

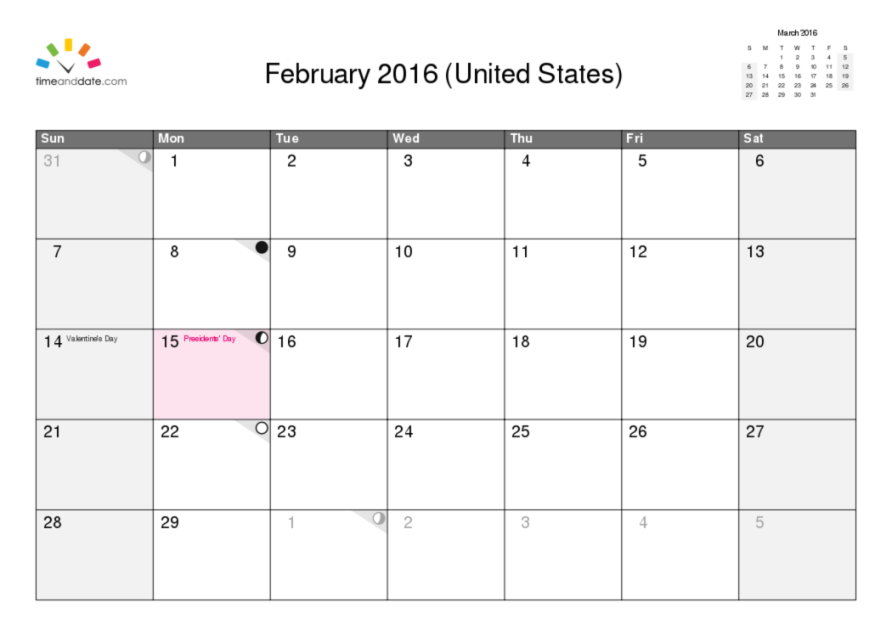
5

5

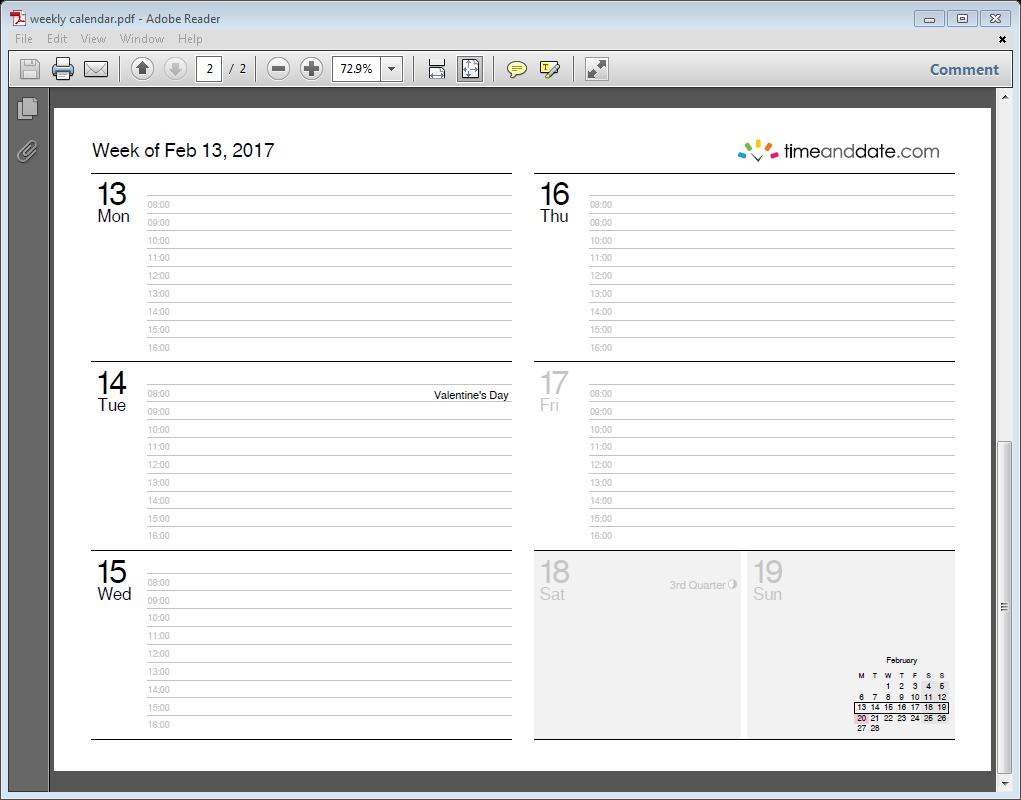
123 Johnson Street

1. What is John’s last name?
   1. John
   2. Smith
   3. St. Paul
   4. Cashier
2. What is John’s zip code?
   1. (806) 111-1111
   2. 11111
   3. 123 Johnson Street
   4. 885-62-9412

Week 2: Time & Dates (1)

****

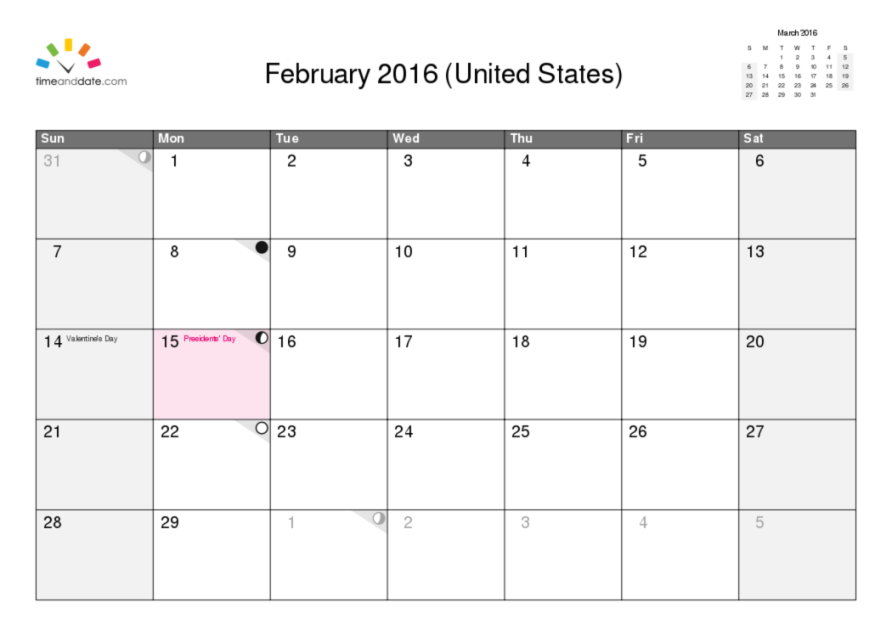
1. What day of the week is February 25?
   1. Tuesday
   2. Wednesday
   3. Thursday
   4. Friday

****

2. What is the date on Thursday?

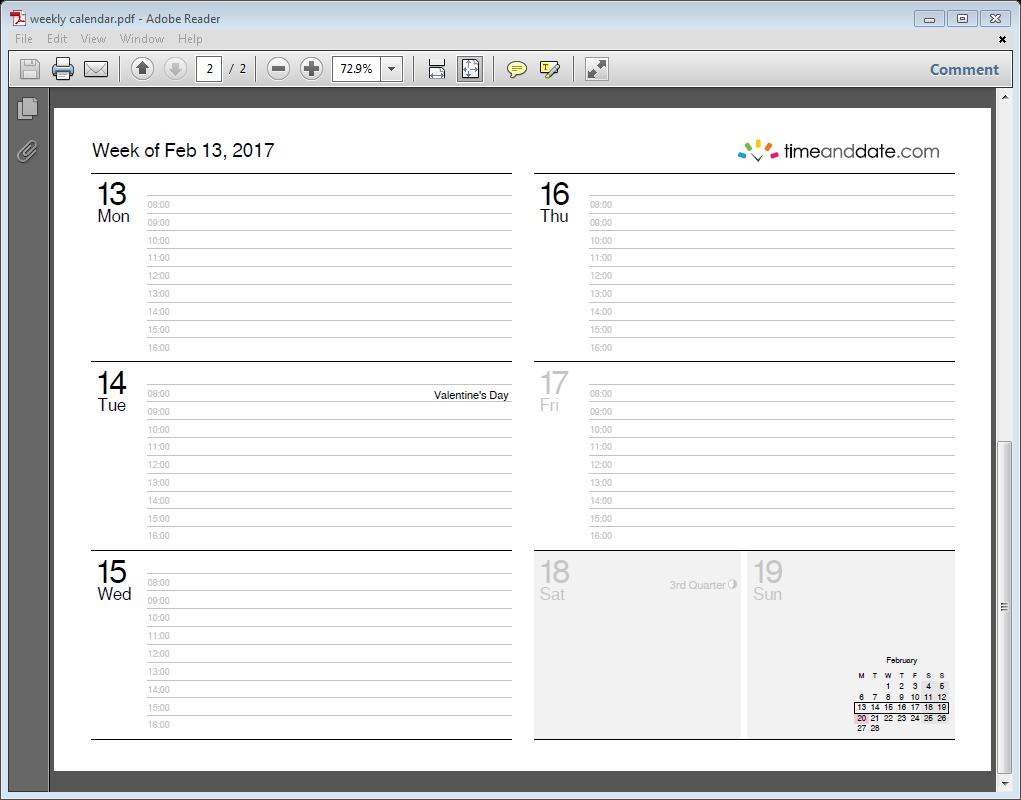
* 1. Week of Feb 13, 2017
  2. February 16
  3. Thurs.
  4. 2/19

Week 2: Time & Dates (2)

****

1. What day of the week is February 2?

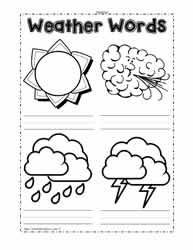
1. Tuesday
2. Wednesday
3. Thursday
4. Friday

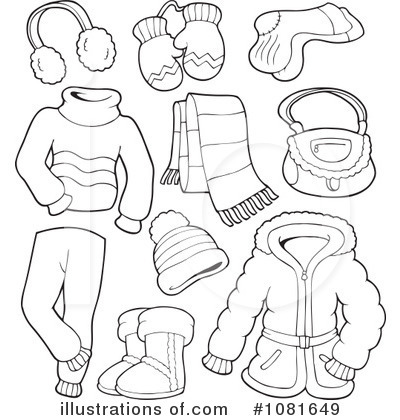
****

2. What is the date on Monday?

1. Week of Feb 13, 2017
2. Mon.
3. 2/17
4. February 13

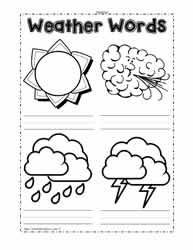
Week 3: Weather & Clothing (1)

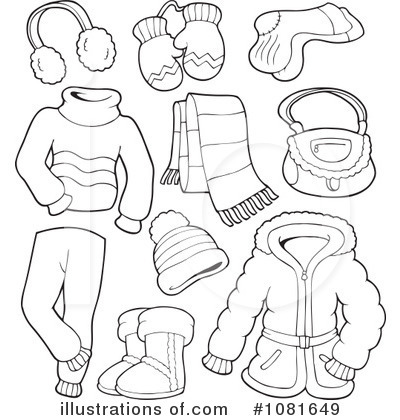


1. What is the weather in the top-leftpicture?
   1. Raining
   2. Sunny
   3. Thunderstorm
   4. Windy

|  |  |
| --- | --- |
| 1. What season is this clothing used in?    1. Winter    2. Spring    3. Summer    4. Fall | 1. Which adjective below best describes this clothing?    1. Cold    2. Short    3. Small    4. Warm |

Week 3: Weather & Clothing (2)



1. What is the weather in the bottom-rightpicture?
   1. Raining
   2. Sunny
   3. Thunderstorm
   4. Windy

|  |  |
| --- | --- |
| 1. In Minnesota, what month could you wear this clothing?    1. June    2. July    3. August    4. January | 1. Which of these clothing items do you not see in the picture?    1. Coat    2. Boots    3. Hat    4. Sandals |

Week 4: Food & Restaurants (1)

|  |  |
| --- | --- |
| **ENTREES** | **DRINKS** |
| Chicken …..$7.50 | Coffee……$3.15 |
| Pizza ……$5.25 | Bottled water……$1.50 |
| Hamburger…..$8.25 | Milk…..$2.25 |
| **SIDES** | **DESSERTS** |
| Fries…….$4.50 | Chocolate cake……$5.00 |
| Tater tots……$4.25 | Mint ice cream…..$.3.75 |

1. How much does pizza cost?
   1. $7.50
   2. $5.25
   3. $8.35
   4. $4.50
2. What drink options are available?
   1. Coffee, bottled water, and milk
   2. Cake and ice cream
   3. Fries and tater tots
   4. Coffee and a hamburger

Week 4: Food & Restaurants (2)

|  |  |
| --- | --- |
| **ENTREES** | **DRINKS** |
| Chicken …..$7.50 | Coffee……$3.15 |
| Pizza ……$5.25 | Bottled water……$1.50 |
| Hamburger…..$8.25 | Milk…..$2.25 |
| **SIDES** | **DESSERTS** |
| Fries…….$4.50 | Cake……$5.00 |
| Tater tots……$4.25 | Ice cream…..$.3.75 |

1. How much does the cake cost?
   1. $7.50
   2. $5.25
   3. $3.75
   4. $5.00
2. What are the side options?
   1. Chicken and milk
   2. Fries and tater tots
   3. Chicken, pizza, and hamburger
   4. Coffee, bottled water, and milk

Week 5: Housing (1)

**APARTMENT FOR RENT.** 2BD/1BR on Johnson Street, Winterset, IL. Off street parking. Utilities include water, trash, gas. Electricity not included. $1,200/month. Close to public transportation and school. 651-555-5555. Available 10/1.

1. How many bathrooms does the apartment have?
   1. One
   2. Two
   3. Three
   4. Four
2. Which utility is not included?
   1. Water
   2. Trash
   3. Gas
   4. Electricity
3. When is the apartment available?
   1. August 1
   2. September 1
   3. October 1
   4. November 1

Week 5: Housing (2)

**APARTMENT FOR RENT.** 3BD/2BR on Caleb Street, Chisago, MN. On street parking. Utilities include water, trash, gas. Electricity not included. Available 5/1. $1,800/month. Dishwasher and central air included. Call for a tour: 651-555-5555.

1. How many bathrooms does the apartment have?
   1. One
   2. Two
   3. Three
   4. Four
2. What is included?
   1. Off street parking
   2. Electricity
   3. Washing machine
   4. Dishwasher
3. How much does it cost?
   1. $1,800/month
   2. $1,800/year
   3. 651-555-5555
   4. Available 5/1

Week 6: Money & Banks (1)

****

1

3

2

4

Sally wants to write a check to Cub Foods for $85.50.

1. Where should Sally write the date?
   1. 1
   2. 2
   3. 3
   4. 4
2. Where should Sally sign her name?
   1. 1
   2. 2
   3. 3
   4. 4
3. Where should Sally write $85.50?
   1. 1
   2. 2
   3. 3
   4. 4

Week 6: Money & Banks (2)

****

1

2

3

4

Sally wants to write a check to Cub Foods for $85.50.

1. Where should Sally write $85.50?
   1. 1
   2. 2
   3. 3
   4. 4
2. Where should Sally write “Cub Foods”?
   1. 1
   2. 2
   3. 3
   4. 4
3. Where should Sally sign her name?
   1. 1
   2. 2
   3. 3
   4. 4

Week 7: The City (1)

****

1. Which way is New York?
   1. To the left
   2. To the right
   3. between
   4. across from
2. Which way is Moscow?
   1. To the left
   2. To the right
   3. Across from
   4. In between

Week 7: The City (2)

****

1. Which way is Los Angeles?
   1. To the left
   2. To the right
   3. between
   4. across from
2. Which way is the North Pole?
   1. To the left
   2. To the right
   3. Across from
   4. In between

Week 8: Employment (1)

Jen was looking for a new job. First, she looked online. Then, she walked around town to look at ads. At first, she considered applying to four jobs, but she only decided to apply to the grocery store and the mall. She decided not to apply to the ice cream shop or the car mechanic, because they were far from her house.

|  |  |
| --- | --- |
| 1. What did Jen do after searching for jobs online?    1. She applied to four jobs.    2. She ate ice cream.    3. She walked around town.    4. She went to the car mechanic. | 1. How many jobs did Jen apply to?    1. 2    2. 3    3. 4    4. 0 |

Week 8: Employment (2)

Jen was looking for a new job. First, she looked online. Then, she walked around town to look at ads. At first, she considered applying to four jobs, but she only decided to apply to the grocery store and the mall. She decided not to apply to the ice cream shop or the car mechanic, because they were far from her house.

|  |  |
| --- | --- |
| 1. What did Jen do before walking around town?    1. She applied to four jobs.    2. She decided to apply to the grocery store.    3. She was looking for a new house.    4. She searched for jobs online. | 1. Why didn’t Jen apply to the ice cream shop?    1. She doesn’t like ice cream.    2. It was too far away.    3. She decided not to apply to any jobs.    4. She applied to four jobs. |

Week 9: On the Job (1)

George works part-time at a construction company. Every two weeks, George gets his paycheck from the company, but this week there is a problem. He was paid only $50 instead of $500! His boss, Mark, is sometimes angry, so George doesn’t like to talk to him. He knows he needs to fix the paycheck, so he asks a coworker to go with him.

|  |  |
| --- | --- |
| 1. What is wrong with George’s paycheck?    1. He was paid $500.    2. He was paid too much.    3. He was paid too little.    4. His boss doesn’t like him. | 1. How often does George get paid?    1. Every week    2. Every two weeks    3. $50    4. $500 |

Week 9: On the Job (2)

George works part-time at a construction company. Every two weeks, George gets his paycheck from the company, but this week there is a problem. He was paid only $50 instead of $500! His boss, Mark, is sometimes angry, so George doesn’t like to talk to him. He knows he needs to fix the paycheck, so he asks a coworker to go with him.

|  |  |
| --- | --- |
| 1. Why does George ask a coworker to go with him?    1. He works at a construction company.    2. He doesn’t speak English.    3. He didn’t get his paycheck.    4. He wants support to talk to Mark. | 1. How many hours a week does George work at the construction company?    1. Less than 40    2. More than 40    3. 40    4. 0 |

Week 10: Health & Medicine (1)

Joan woke up feeling terrible. She had a sore throat, a runny nose, and a fever. She looked in her medicine cabinet, but it was empty. Joan knew there was a pharmacy down the street, but she decided to call the doctor anyway. She talked to the receptionist and made an appointment for later that day. The doctor wrote Joan a prescription and she felt all better by the next morning.

|  |  |
| --- | --- |
| 1. Where did Joan go?    1. To the clinic    2. To the pharmacy    3. To work    4. To the store | 1. Why did Joan feel better the next morning?    1. She ate a big breakfast.    2. She got lots of exercise.    3. She took the prescription the doctor gave her.    4. She drank 4 margaritas. |

Week 10: Health & Medicine (2)

Joan woke up feeling terrible. She had a sore throat, a runny nose, and a fever. She looked in her medicine cabinet, but it was empty. Joan knew there was a pharmacy down the street, but she decided to call the doctor anyway. She talked to the receptionist and made an appointment for later that day. The doctor wrote Joan a prescription and she felt all better by the next morning.

|  |  |
| --- | --- |
| 1. Which of the following medicines would definitely not help Joan feel better?    1. Hot tea    2. Antacid    3. Cough drops    4. Aspirin | 1. Instead of going to the doctor, where else could Joan go to feel better?    1. To the emergency room    2. To the pharmacy    3. To work    4. To the movies |

Week 11: Education (1)

It was Billy’s first day of school. He was very excited. He would make new friends, play games, and play outside at recess. Not like next year. Billy’s big brother told him that next year in first grade he had to do lots of homework and it was really hard. That sounded scary to little Billy!

|  |  |
| --- | --- |
| 1. How does Billy feel about school this year?    1. Excited    2. Nervous    3. Afraid    4. Tired | 1. Which of the following things will Billy not do this year?    1. Make friends    2. Play outside    3. Play games    4. Do lots of homework |

Week 11: Education (2)

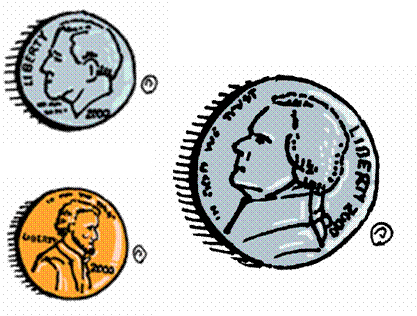
It was Billy’s first day of school. He was very excited. He would make new friends, play games, and play outside at recess. Not like next year. Billy’s big brother told him that next year in first grade he had to do lots of homework and it was really hard. That sounded scary to little Billy!

|  |  |
| --- | --- |
| 1. What grade is Billy starting this year?    1. Preschool    2. Kindergarten    3. 1st Grade    4. 2nd Grade | 1. How does Billy feel about next year?    1. Excited    2. Tired    3. Happy    4. Afraid |

Extra: Shopping (1)

****

1. How much money is this?
   1. One dollar
   2. Ten dollars
   3. One hundred dollars
   4. Four hundred dollars



1. How much money is this?
   1. 16 cents
   2. 16 dollars
   3. 36 cents
   4. 36 dollars

Extra: Shopping (2)



1. How much money is this?
   1. Twenty dollars
   2. Ten dollars
   3. Five dollars
   4. One hundred dollars

****

1. How much money is this?
   1. 37 cents
   2. 37 dollars
   3. 42 cents
   4. 42 dollars

Extra: Directions (1)



|  |  |
| --- | --- |
| 1. What building is between the bank and the store?    1. The bank    2. The store    3. The police station    4. The drugstore | 1. Mary leaves the train station and goes right on Central Avenue. At the next intersection, she turns left and stops. What building is Mary in front of?    1. The church    2. The train station    3. The drugstore    4. The hospital |

Extra: Directions (2)



|  |  |
| --- | --- |
| 1. What building is behind the restaurant?    1. The school    2. The movie theater    3. The hospital    4. The train station | 1. Bob walks out of the bank and across the street. He turns left when he is in front of the post office. He continues to the corner and stops. What building is Bob next to?    1. The church    2. The bank    3. The library    4. The movie theater |